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ABSTRACT

Efforts, including exchange activities and curriculum development projects, undertaken by Pacific region countries in 1981 to improve intercultural understanding were the main focus of the meeting. The report begins with a very brief description of what transpired during the sessions. Papers and reports presented are contained in the appendices, which make up the major portion of the publication. New Zealand, Canada, Japan, Hawaii, and Australia reported on their countries' educational programs and practices. Reports were also made concerning various Consortium K-12 curriculum development projects, including the Ocean Project and the Antarctic Project. School networking in the Pacific region was the focus of several papers. A workshop dealing with the Ocean Project held in Honolulu was described in one paper. Two proposed units of study from the Ocean Project concerning fishing in the Pacific and bay and harbor Pacific communities were presented. Also included in the appendices are the agenda, the chairman's report, the treasury report, a review of dissemination issues, and a participant list. (RM)

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PACIFIC CIRCLE CONSORTIUM

A Regional Project of OECD/CERI

REPORT OF FIFTH ANNUAL MEETING

Portland, Oregon

September 28 - October 3, 1981

SO 015 387

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REPORT OF THE FIFTH ANNUAL CONFERENCE

PACIFIC CIRCLE CONSORTIUM

Portland, Oregon September 28 - October 3, 1981

Introduction

The Fifth Annual Conference of the Pacific Circle Consortium was held at the Northwest Regional Educational Laboratory, Portland, Oregon. All plenary sessions convened in the Board Room at the Laboratory.

The annual meeting is one of the key elements of the Communications and Interchange activity of the program of the Consortium. It is the setting for reporting and discussion of activities of each member agency in support of the Consortium purpose and program. Exchange of ideas, concepts and actual materials occurs at this meeting and it is a major contribution to improving understanding and appreciation between and among the countries and cultures represented in the Consortium.

Attendance

Institutions and representatives attending the meeting are listed below:

Consortium Members

Canada	University of British Columbia Vancouver, B.C., Canada	Roy Bentley Angus Gunn
Japan	Hiroshima University Hiroshima, Japan	Jiro Nagai
New Zealand	New Zealand Department of Education Wellington, New Zealand	Ian Young
United States	Curriculum Research & Development Group University of Hawaii Honolulu, Hawaii	Art King Frank Pottenger Edward Beauchamp
	Culture Learning Institute East West Center Honolulu, Hawaii	Karina Gonzalez
	Northwest Regional Educational Laboratory Portland, Oregon	Larry Fish Rex Hagans Tom Olson

Participant Observers

Chile	Ministry of Education Santiago, Chile	Bartolome Yankovic
United States	Department of Education Juneau, Alaska	Terry Whitbeck

Cooperating Institutions

Oregon Department of Education	Ray Thiess
Beaverton (Oregon) School District	Richard Duncan
Eugene (Oregon) School District	Aaron Kauffman Bob Veeck
University of Washington Sea Grant Project	Andrea Marrett
North Clackamas (Oregon) School District	Don Emberlin Henry Kilmer Al Hingston

Conference Opening

The meeting was opened by the Chairman who introduced all visitors, the participant/observers and the representatives of the two new members of the Consortium--Hiroshima University and the University of British Columbia.

The Chairman introduced Dr. Robert Rath, Executive Director of the Northwest Regional Educational Laboratory, who extended official greetings to the group.

Agenda Review

The temporary agenda prepared by the Chairman was reviewed and several modifications suggested. A visitation was confirmed to the Tigard (Oregon) Experiential Education Program. The trip to Hood River School District was cancelled.

Angus Gunn and Larry McClure agreed to serve as a reactor panel for the Education and Work Seminar.

It was announced that Dr. George Brain would not be able to present the banquet address and the Chairman indicated that he would arrange a substitute.

Dr. King announced that the The Ocean Project (TOP) Workshop would resume where it left off in Honolulu and copies of the Honolulu Conference Report were distributed for study.

Prof. Nagai extended an invitation to host the Sixth Annual Conference at Hiroshima University.

The business meeting was scheduled for Friday morning with the Dissemination Seminar rescheduled for Friday afternoon.

Dr. King moved to adopt the agenda (Appendix I) as amended. The motion was seconded by Angus Gunn. Motion carried.

Minutes of Fourth Annual Conference

Minutes of the previous meeting were reviewed. Dr. King suggested that page 7 of the minutes dealing with desired participation should be amended to include South American and Central American countries. Mr. Yankovic noted that the East Pacific Region is the proper identification for this area.

Roy Bentley moved that the minutes be approved as amended. Ian Young seconded the motion and unanimous approval was given.

Chairman's Report

The Chairman presented his report to the group covering activities which have occurred since the Christchurch meeting. A full text of the report is attached as Appendix II.

One item in the report covered membership activities. Dr. Fish reviewed the current status of membership applications and presented a recommendation for revision of the Bylaws to admit Associate Members to the Consortium. He reported three applications for Associate Membership pending disposition--the Institute for Educational Studies at Deakin University and the Tasmania Department of Education recommended by the Curriculum Development Centre, and the Alaska State Department of Education recommended by NWREL. After discussion of the issues, the matter was deferred for consideration at the business meeting with several members agreeing to draft a recommendation for membership guidelines for next year for consideration at the business meeting.

It was agreed that an important criteria for membership was involvement in research and development activities in education and that each member agency would determine the designation for its membership (i.e., the institution as a whole or one unit of the institution).

The Chairman stated again that the Consortium is a regional activity of OECD. As such, individual countries are expected to support participation and program activities. However, the Secretariat has agreed to support approved elements of the work including evaluation reports as needed by CERI and the annual meeting of the Chairman with the Policy Board up to a total of $5,000 in 1981-82.

Report of Activities by Members

This item on the agenda is an important element of the Communication and Interchange activities of the group. Each representative reports the year's activities of the institution within the Circle program and other international or intercultural activities related to the purpose of the Circle. Materials are displayed and exchanged. This activity results in a real cross fertilization of ideas and a clearer understanding of the programs and practices in each of the cultures and countries represented in the Circle membership. Individual reports are attached as Appendices III to IX.

Mr. Nagai raised two important issues needing attention of the group for report back to the Minister of Education. The first issue was the

need for clarification of the relationship between Phase I and Phase II projects of the Circle. The group was very responsive to this concern and after discussion a subcommittee was appointed to prepare a brief report addressing this question and describing the relationships as the group sees them. The report is attached as Appendix XIX of this Conference Report. It should be noted that the Committee raised several additional and related questions for further exploration, and it was suggested that this report needs further development. It will be discussed with the Policy Group at the spring meeting to determine information needs of the Policy Group and the Secretariat. It was suggested that the basic elements be specified to guide the next phase of the evaluation of the Pacific Circle Project. Evaluation questions are raised in the last page of the report.

The second issue raised by Mr. Nagai was the concern of the Japanese that the Comparative Education Seminar was not a topic related to the purpose of the Pacific Circle and that we should not move into new areas of work. It was explained that the seminar was a part of our Communications Activity--an exchange of information about work in a critical problem area and not the beginning of a new area of work for the Circle. Mr. Nagai expressed understanding and satisfaction on this point. At this time the meeting was adjourned for the day.

Evening Activity

The group gathered for the evening at the Fish residence for a barbecue hosted by Dr. Rath and Dr. Fish. The occasion was enjoyed by all. The evening was highlighted by a round of performances of songs, dances, poems and other culture related activities by the conference participants.

Morning Session--Tuesday, September 29

The session was opened by the Chairman who presented Peirce Hammond from the National Institute of Education. Dr. Hammond brought greetings from the Institute and gave assurance of continuing interest of NIE in Circle activities.

After Dr. Hammond's remarks, separate groups were formed for the morning activities. One group visited the Tigard Experiential Education Program, the Communications Committee met and the subcommittee appointed on Monday worked on the special report on relationships between Phase I and Phase II activities.

Comparative Education Seminar--Education and Work

Terry Whitbeck and Karina Gonzalez acted as cochairpersons for this seminar. Presentations were made by Art King from CRDG, University of Hawaii; Jiro Nagai, Hiroshima University; Ian Young, New Zealand Department of Education; Rex Hagans, Northwest Regional Educational Laboratory; and Roy Bentley, University of British Columbia. Angus Gunn and Tom Owens served as reactors to the presentations.

Presenters gave an analysis of the problem in their respective country and a description of policies and programs designed to deal with the problem. Presentations were excellent and the exchange of concepts

and perspectives from the countries involved gave the conference one of its most effective interchanges. The group was unanimous in its assessment of this seminar approach as a valuable addition to our conference proceedings and a contribution to international and intercultural understanding within the group. A full text of the papers presented in this seminar will be available in a separate publication.

Plenary Session--Wednesday, September 30

Beginning with this session, the chairman of the steering committee for each program element gave a progress report on the year's program work and conducted a planning session with the total group for the program activities for the 1981-82 year.

Antarctic and Southern Ocean Project

David Francis, Chairman of the Antarctic and Southern Ocean Project, was not present but submitted a complete report which was presented by Larry Fish.

The Antarctica and Southern Ocean Project is a cooperative curriculum development project involving the Curriculum Development Centre, the Tasmanian Curriculum Centre and the New Zealand Department of Education.

Antarctica is an area of increasing international significance and the partners believe that the development of knowledge on Antarctica will foster a broader internationalism in countries' approach to Antarctica.

In April 1981 agreement was reached between Tasmania, New Zealand and the Curriculum Development Centre to undertake the project, and levels of funding and staffing were determined to see the project through until at least June 1982 at which point CDC funding, unless otherwise determined by Government, would end.

On July 30-31, 1981, the inaugural meeting of the steering committee was held in Hobart, Tasmania. This meeting brought together the project team, academics, members of the Antarctic community, personnel from Australia's Antarctica Headquarters at Kingston (Tasmania), the National Maritime College at Launceston (Tasmania), and CSIRO's Marine Science Centre and Division of Oceanography, Hobart.

The curriculum project is described as a "resource-responsive" project, which will bring together existing materials into modules for upper primary and secondary pupils. A provisional list of module topics appears in the report which is attached as Appendix X.

A complete summary of action to date and projected plans for 1982 are being prepared by Mr. Murray Yaxley, the project officer, and will be shared when received.

After the report was discussed by the group, approval and appreciation was expressed for the work under way. The interest of Chile in this project was expressed by Mr. Yankovic. It was suggested that he write directly to David Francis indicating an interest in participation. Other members asked to be kept informed of progress.

Communication Activities

Dr. Fish reviewed program activities of the year including the following:

Newsletter(scheduled for April, August and December)--Deadlines for receiving items are the first day of each of those three months and all members were urged to respond to each deadline to make the newsletter a more effective communication device.

Brochure--At the Christchurch meeting, Verner Bickley had accepted the responsibility for drafting an information brochure on the Pacific Circle Project for general distribution by members to selected target audiences. Karina Gonzalez presented materials for review and recommendation. A number of suggestions were received and Karina agreed to revise the draft for presentation at the business session on Friday.

Annual Meeting--The group was reminded that the annual meeting was one of the primary communication activities of the group and that it was a time for sharing work and perspectives, as well as exchange of materials developed by each member agency. Displays were small this year and each member was urged to remember this activity for the meeting in Hiroshima in 1982.

Exchange of Staff and Visitations--The sharing of staff was highlighted this year by Marguerite Wells' (CDC) extended assignment with NIER on the film exchange project and Larry Fish's (NWREL) month-long assignment at CDC. In addition a number of short term visits between countries and agencies have occurred and are encouraged for next year.

Networking Workshop

The networking activity report of progress and plans for 1982 was highlighted in a workshop involving representatives from Oregon schools participating in exchange activities with schools in the Geelong area of Victoria, Australia. Attending the workshop were Don Emberlin, Henry Kilmer and Al Hingston from North Clackamas School District, Milwaukie, and Aaron Kauffman and Bob Veeck from the Eugene School District. These participants gave extensive and realistic reports about the successes, problems and potentials of this activity for achieving the purposes of the Circle.

The Pacific Circle Network of schools began in 1978 when the group of Australian schools trialling draft Pacific Circle materials expressed interest in communicating amongst themselves and with other Pacific Circle schools.

Initially, communication occurred between schools in the Geelong area only. Similar locally initiated meetings were occurring in the trial schools in New Zealand and Oregon. When the Geelong organizer, Mike Van Heeswyk, transferred to Oregon for postgraduate work, he used the opportunity to make contact with Oregon schools and explore possibilities for correspondence and materials exchange between Australian and American schools. Already exchanges have begun.

More recently, secondary and primary teachers in New Zealand and Australia have been communicating. At present the links are informal and on a personal basis, but there are plans to improve the coordination later in 1981. Links are also projected between schools in New Zealand and Oregon.

Detailed reports from Mike Van Heeswyk and Colin Henry were presented to the group (Appendices XI and XII). Discussion of these reports followed and consideration was given to expansion of the networks to include schools in Japan, Canada and Hawaii.

Mike Van Heeswyk had prepared a proposal for program activities for 1982-83 (Appendix XIII). This was presented to the group for study and discussion and action on Friday.

Conference Banquet

The annual conference banquet was scheduled Wednesday evening, September 30. The group gathered at the Imperial Hotel for a dinner and evening program on the topic of "Developing International/Intercultural Understanding--the Challenge to Education." Presentations were made by three distinguished members of the group: Jiro Nagai, Ian Young and Art King. The presentations were outstanding and thoroughly enjoyed by all present including representatives from the Oregon Governor's Commission on Foreign Language and International Education and the World Affairs Council of Portland.

TOP Workshop

With the TOP Workshop on Thursday, we resumed our sessions on Program Reports and Planning for 1982. Art King, Chairman of the TOP Steering Committee, presided and representatives of the Northwest TOP team participated along with Conference delegates from other countries who participated in the Honolulu workshop. The report of the Honolulu workshop and subsequent activities were presented as the progress report for TOP. A narrative summary of the Honolulu workshop and a projection of the future activities are attached as Appendix XIV. This report--a full project description with attachments and draft units of study on Ocean Fishing in the Pacific (Appendix XV) and Bay and Harbor Communities in the Pacific (Appendix XVI) was the basis of the workshop discussion and planning activities of the day.

Each workshop participant presented a report of activities since the May workshop and the Northwest group indicated they were preparing a plan for coordination of their activities with the project.

It was agreed that the draft units of study, prepared by CRDG, would be used as models for similar development in other participating institutions.

The next meeting of the TOP project will take place in Hawaii in May 1982 and each group agreed to have draft materials ready for further work by the total group at that time.

Business Meeting

The business session of the Council was held Friday, October 2, with the Chairman presiding. The following agenda items were covered:

1. Project Reports

a. Communications Report - Larry Fish

Karina distributed revised brochure text for discussion. It was agreed that the map should be revised to give better picture of the Pacific Circle, that the feedback from the discussion would be used to prepare a final revision, that the material would be placed in brochure format by an editor at NWREL and circulated to the Executive Committee for final approval, and that the Chairman would negotiate publication through OECD/CERI.

Larry Fish discussed the value of the newsletters. The group agreed that there was need for three per year and that the Chair should send out a reminder notice two weeks before deadline for materials.

The Chairman reported that he would be preparing a report for the Secretariat and Policy Group of CERI and would be meeting with them in March or April in Paris.

The report was approved by the Council.

b. Southern Ocean and Antarctica Project

The report of this program and plans for the coming months presented at the earlier session (Appendix X) represent the plans for 1981-82. It was reported that funding was assured until June 1982. Art King suggested that New Zealand be represented on the steering committee. Bartolome Yankovic indicated that Chile would like to participate in the project if it can be arranged. Plans were approved pending receipt of revisions from Tasmania.

c. School Network Project

The preliminary proposal for next year, prepared by Mike Van Heeswyk, was given careful study and it was suggested that Hawaii be encouraged to participate and that the group consider exchange in other languages, such as Spanish.

The plan was approved pending further revision by the Steering Committee (Appendix XIII).

d. TOP Project

Plans as projected on Thursday were given unanimous approval (Appendices XIV, XV, XVI).

2. Membership Participation Policy Guidelines

The subcommittee working on the membership guidelines presented a draft paper to be considered by the group in dealing with the membership issues. After discussion, amendment and direction to the Chairman, the revised version was approved for use as Guidelines for Membership for 1981-82 (Appendix XVII). The following basic points were stressed:

a. Associate Membership would be established as a category upon approval of the revision of the Bylaws

b. Associate Membership and Participating Institutions would require approval of the Council only

c. Full membership from OECD nations should require Council approval

d. Full membership of non-OECD countries would require approval of OECD/CERI

The Guidelines would suggest upper limits on each category of membership and commit the group to study balance of representation and recommend limits on categories from specific countries during the next year. Policy on this issue will be established at the next annual meeting.

The Chairman was instructed to:

a. Negotiate provisions with the Policy Board at CERI meeting

b. Prepare changes in Bylaws and submit to group for approval

c. If approved, proceed to process the applications for Associate Membership from Deakin, Tasmania and Alaska

3. Treasurer's Report

The Chairman gave a preliminary Treasury Report and indicated that a final report covering expenditures through the conference would be added to the Conference Proceedings as Appendix XVIII.

The preliminary report is as follows:

Income from registration and banquet	$ 975.00
Expenses to date	455.99
Balance on hand	$ 519.01

Resources will be used to cover conference expenses only unless specifically authorized for other purposes by the Council.

4. Report of Nominating Committee

The Nominating Committee appointed by the Chairman, consisted of the following persons:

Art King, Chairman
Jiro Nagai
Ian Young

Jiro Nagai presented the following names for officers for 1981-82:

Chairman	Larry Fish
Vice Chairman	Kentaro Kihara
Secretary-Treasurer	Art King
Council Members	David Francis
	Roy Bentley
	Ian Young

The Chairman indicated that the report is consistent with the Bylaws which require that each country be represented on the Executive Committee.

Mr. Nagai made a motion that the report of the Nominating Committee be accepted and that a unanimous ballot be cast for each officer nominated. Karina Gonzalez seconded the motion and it was approved.

Dr. Fish expressed appreciation for the honor accorded to him by the selection and promised to work for the continued development of the Circle with the limits of time and resources available to him. He expressed full commitment to the Pacific Circle concept and its work for the improvement of understanding among the nations and peoples of the Pacific.

5. Other Business

The Council received and accepted the very gracious invitation of Jiro Nagai on behalf of Hiroshima Univerity to host the Sixth Annual Conference in Hiroshima, Japan. Mr. Nagai presented a preliminary agenda and indicated that municipal and University officials would be supporting him in the conference planning. Tentative dates for the meeting are September 26 to October 3, 1982.

Early in the conference a subcommittee was appointed to clarify the relationship between Phase I and Phase II of the Pacific Circle Project and to deal with the question of evaluation of the effectiveness of our work. Frank Pottenger supervised the preparation of the report of this committee and presented it to the Council at this time. Because of scheduling, discussion of this report was postponed until after the Dissemination Seminar; however, for continuity and understanding it will be reported here.

The report is entitled "Notes and Comments on Phases I and II of the Projects of the Pacific Circle Consortium" and is attached as Appendix XIX. The report traces the background and roots of The Ocean Project and analyzes the decisions made by the workshop group in planning the specific curriculum work which is under way. It then presents a chart which identifies the various projects from each institution in terms of time of initiation, relationship to other projects, participation of various institutions in the various stages of the work, grade level addressed and the beginning of the coding of linkages. As indicated, this phase of the report needs additional work.

In addition to the above, the last page of the report suggests needed next steps and projects preliminary elements of the next phase of needed evaluation. These questions will be discussed with the Secretariat and the Policy Board at the spring meeting.

Each institution was asked to review the report for errors or omissions and return to the Chairman for use in further analysis, reporting and evaluation work. It was also suggested that further refinement of the material could take place during the year or by another special committee at the Sixth Annual Conference.

Dissemination Seminar

The Dissemination Seminar was scheduled for the last session of the conference. Tom Olson and Frank Mattas presented reports concerning recent research and practice in dissemination efforts in the United States and then the group discussed implications for application in various aspects of Pacific Circle work. The most prevalent comments from the group related to the timeliness of the topic and the need for further discussion and thinking together on dissemination strategies for Pacific Circle work as our projects are completed.

The materials presented at the seminar are included as Appendix XX in this report.

Final Session

In the final session Bartolome Yankovic expressed appreciation for the privilege of participation and indicated that he would report to his Minister of Education and recommend, at minimum, participation in the TOP project and attendance at the Honolulu workshop.

Terry Whitbeck expressed appreciation on behalf of the Alaska State Department of Education and indicated that Alaska would continue its application for Associate Membership.

By request of the group, a list of conference participants, including addresses and telephone numbers, is attached as Appendix XXI.

There being no other business to come before the Conference, it was adjourned by the Chairman at 3:00 p.m., October 2, 1981.

APPENDIX I

FIFTH ANNUAL MEETING

PACIFIC CIRCLE CONSORTIUM - OECD/CERI

September 27 - October 3, 1981

Northwest Regional Educational Laboratory
Portland, Oregon

A G E N D A

Sunday, September 27

4:00 pm Meeting of Consortium Officers - Benson Hotel Lobby

Monday, September 28

9:00-10:00 am Registration and refreshments - NWREL Board Room
300 S.W. 6th Avenue

10:00-12:00 Opening Session — Larry Fish, Chairman

Greetings - Robert R. Rath
Executive Director
Northwest Regional Educational Laboratory

Review and Adoption of the Agenda

Minutes of previous meeting

Chairman's Report - Review of the Year

12:00- 1:30 pm Lunch - on your own

1:30- 5:00 pm Reports from Members on Activities of the Year, Sharing of Materials and Completion of Phase I Projects

Larry Fish, Chairman

Australia - Curriculum Development Centre

Canada - University of British Columbia

Japan - National Institute for Educational Research
Hiroshima University

New Zealand - Department of Education

United States - Curriculum Research & Development Group
Culture Learning Institute/ East West Center
Northwest Regional Educational Laboratory

7:00 pm Barbecue Dinner - Sunny Hill Farm

Tuesday, September 29

9:00-12:00 Continuation of Member Reports

12:00- 1:30 pm Lunch - on your own

Tuesday, September 29 (continued)

9:30-12:00 Visitation to EBCE Program at Tigard High School, Tigard, Oregon
Host for visit - Tom Owens, NWREL Education & Work Program

12:00- 1:30 pm Lunch - on your own

1:30- 5:00 pm Comparative Education Seminar - Karina Gonzalez, Chairman

Education and Work - A Comparative Analysis of Alternative Approaches

(This will be a series of papers presented by Consortium member agencies followed by a discussion period.)

Panel Members: Art King
Ian Young
Rex Hagans
Roy Bentley
Jiro Nagai

Reactor Panel: Angus Gunn
Larry McClure

Wednesday, September 30

9:00-12:00 Program Reports and Planning for 1982 - Larry Fish, Chairman

Antarctica and Southern Ocean - Ian Young

Communication Activities - Larry Fish

12:00- 1:30 pm Lunch - on your own

1:30- 5:00 pm Program Reports and Planning for 1982 (continued)

Networking Workshop - Ian Young

Overview of Program
Geelong
Eugene
North Clackamas
Planning for 1982

6:30- 7:30 pm No Host Reception - Imperial Hotel

7:30 Conference Banquet - Imperial Hotel

Development of International/Intercultural Understanding--The Challenge of Education
George B. Brain
Chairman, NWREL Board of Directors

Thursday, October 1

9:00-11:00 am Program Reports and Planning for 1982 (continued)

The Ocean Project (TOP) - Art King

Thursday, October 1 (continued)

11:00- 5:00 pm TOP Workshop #2 - Art King, Chairman

The group will be supplemented by those members of the Northwest team who were in attendance at the workshop in Hawaii and are planning to participate in the development work during the year.

Friday, October 2

9:00-12:00 Business Meeting - Larry Fish, Chairman

Presentation of Program Reports
Steering Committee Chairmen

Consideration of Bylaw Changes

Treasurer's Report

Election of Officers for 1981-82

Other Business

12:00- 1:30 pm Lunch - on your own

1:30- 5:00 pm Dissemination Seminar

Dissemination Issues in the United States as Related to the Pacific Circle Consortium Area

Tom Olson
Frank Mattas

PACIFIC CIRCLE CONSORTIUM
CHAIRMAN'S REPORT TO FIFTH ANNUAL CONFERENCE

I want to brief you on events which have transpired since the Christchurch meeting.

1. Personal News

   a. Cy Maxwell's death and David Thomas' assumption of liaison role

   b. Verner Bickley's leave of absence and appointment of Greg Trifonovitch as Acting Director of Culture Learning Institute

2. NIE Grant

   We were successful in getting a small NIE grant to support our involvement in the Pacific Circle Project. This reflects NIE's commitment to the project and their recognition of the importance of the work. Also, a new priority for NIE directed by Congress for attention to International Education.

The contract is support for work of the following nature:

   a. Consortium building activities

   b. Meeting with CERI Policy Group--May 1981

   c. Membership activities during contract period and chairmanship period

   d. Report to NIE on all Pacific Circle activities

   e. Policy Reports to NIE

      o Impact of Kemmis Report and other evaluation activities

      o Alternative Collaboration Pattern for International Curriculum Development Work

      o Framework for Data Collection for Policy Development on International Dissemination in Education

3. Meeting with David Thomas--Washington, D.C.--February

4. Meeting with CERI Governing Board and Policy Group for Pacific Circle Project

   In May, on invitation from the CERI Secretariat, I attended the CERI Board meeting in Paris. I attended all sessions of the CERI Board and had an official meeting with the Pacific Circle Policy Group on Thursday of that week. Malcolm Skilbeck was also in attendance and we were able to give a full report of Phase I activities, talk about program plans for Phase II, address several

ongoing concerns of the group, and plan for an annual meeting with the group in that order. I sent a full report to each of you so I will not go into detail again, but will answer any questions you may have about that relationship.

5. Membership Activities

I have followed up on applications for membership as per instructions at Christchurch and want to report activities to date.

Initial membership in the Pacific Circle Consortium consisted of research and development agencies from the five Pacific nations which were members of OECD. Each country was represented by one official institution with the exception of the United States where three distinct types of R&D agencies joined the Consortium without official designation by the governmental representative on the OECD/CERI Board, the National Institute of Education (NIE).

It is clear that this group of nations does not encompass a "Pacific Circle." Major gaps exist in the physical circle and major cultural, social, political and economic interests in the Pacific are not included in the current membership. Because of this Consortium members are committed to extending the membership of the Consortium to include research and development agencies from any and all of the nations within the Pacific community.

The Consortium dealt with this question at the Fourth Annual Conference in Christchurch, New Zealand, by passing the following resolution:

a. That we should actively seek to extend membership of the Consortium

b. That membership should be extended at a moderate rate, i.e., during the next two years up to approximately six new members

c. That applicants for membership should be judged on the following criteria:

(1) Essential

(a) Educational research and development ability and interest

(b) Adequate resources to participate in Pacific Circle activities

(2) Desirable

(a) Geographic areas not now served

(b) A balance of institutions in relation to nations

(c) A range of institutional types and structures

A discussion of this issue with the Policy Board and Secretariat resulted in the following understanding:

a. The Consortium will admit new member agencies from OECD nations according to stated criteria without referral to CERI for approval.

b. Applications from agencies in non-OECD nations must be submitted to the Secretariat for approval by the Policy Group.

As a result of the action taken at the Christchurch meeting and the CERI Board meeting, contacts have been made with the following institutions regarding potential membership in the Pacific Circle Consortium.

Australia

Institute for Educational Studies
Deakin University
Geelong, Victoria

Tasmania Department of Education
Hobart, Tasmania

Formal application for membership was received from the Institute for Educational Studies. Discussions were held with Tasmania, Deakin and the Curriculum Development Centre during March of this year. As a result of these discussions, CDC has submitted a request that these institutions be admitted to Associate Membership in the Pacific Circle and that their participation be coordinated through CDC.

In order to accomplish this request, an amendment of the bylaws is being prepared for consideration by the delegates in September.

United States

Alaska Department of Education
Juneau, Alaska

This institution sent a representative to The Ocean Project (TOP) Workshop in Honolulu and is in continuing discussion regarding membership. Commissioner Lind feels that Alaska could gain and contribute by participating in Circle activities. The appropriate membership relationship to the Circle is still under study and will be resolved by the end of this year. This agency has been invited to attend the Fifth Annual Conference.

Stanford University
Palo Alto, California

Stanford has expressed interest in Pacific Circle activities and David Grossman, Director of the Stanford Program on International

and Cross-cultural Education, was a participant observer at the TOP workshop in Hawaii. Interest has been expressed in working with the Circle and Dr. Grossman has been invited to attend the Annual Conference.

Guam Department of Education
Agana, Guam

Initial discussions regarding affiliation have been held. Further action awaits clarification of Associate Membership possibility.

Canada

University of British Columbia
Vancouver, British Columbia

After participation as observers at Christchurch in November 1980, formal application for membership was submitted in March 1981. Material was circulated to the Executive Committee in accordance with our bylaws. Formal approval of the application was given in April and UBC is now a full participating member of the Pacific Circle Consortium. The institution was represented by Dr. Angus Gunn at the TOP workshop in May.

Japan

Hiroshima University
Hiroshima, Japan

After participating as observers at the Fourth Annual Meeting in Christchurch in 1980, formal application for membership was submitted in March 1981. Application materials were circulated to members of the Executive Committee and received universal approval. Formal approval was given in April 1981 and Hiroshima University became a full participating member at that time.

Dr. Jiro Nagai, Professor, Department of Education, has been designated as the institutional representative on the Consortium Council.

Philippines

Formal and informal contacts have been continued during this year concerning the interest of the Ministry of Education in participation in the Consortium. Interest remains high and will be explored fully in the fall during a visit to the Philippines and other areas in Southeast Asia.

Other Contacts

Other contacts which have been made concerning potential membership in the Pacific Circle include the following:

Ministry of Education
Republic of Singapore

School of Education
University of South Pacific
Suva, Fiji

Institute of International Studies
University of Chile
Santiago, Chile

APEID Nations

Malaysia - Ministry of Education
Thailand - Ministry of Education
Papua, New Guinea - Ministry of Education

These activities will be reported to the group at the Fifth Annual Meeting in Portland, September 22 to October 3. Followup activities will occur during the period October 1981 through March 1982 and will be presented in the final report.

6. Program Activities

Program activities for the year are proceeding very well. Each activity is scheduled as a distinct session of the Annual Conference. We shall receive a report from each Steering Committee Chairman--a report on developments since Christchurch plus a planning session for next year's work. Each chairman will then pull together a program plan for the year to be presented to the conference on Friday. This plan will then be included in the Conference Report and will also be the basis of our report to the CERI Board in the spring

TOP activity deserves special mention. As I indicated to the workshop group in Honolulu, the TOP workshop was an exciting moment in history for all of us who had been working for four years on this project. It was the realization of the hopes, plans and dreams of the group for a truly international, interdisciplinary, intercultural institutional curriculum development effort. It brought together classroom teachers, researchers, content specialists and curriculum developers from our five nations to work on a common project and the results were extremely rewarding.

Art King and Verner Bickley and their respective staffs deserve high tribute and credit for this effort. They planned and executed this workshop effort, and I am confident that what we have seen is just the beginning. There are finance problems, of course, but let's all get behind Art and his staff and do what we can to make these plans developed at Honolulu a reality in the years ahead.

7. Correspondence

I have carried on voluminous correspondence during this year and I want to share some of it with you at this time.

a. Letter from David Thomas emphasizing strong interest of CERI in second phase of the Pacific Circle work, regrets at not being able to attend the Portland meeting and wishes for a successful meeting. Emphasized that his absence was unavoidable and asked for a report of the meeting as soon as possible.

b. Telegram from David Francis expressing regrets at inability to attend. CDC situation still indefinite. David sent reports to be presented at meeting.

c. Letters from Kentaro Kihara, Malcolm Skilbeck, Gerald Aitkens, Warren Brewer and Stephen Kemmis explaining inability to attend, reporting progress on work and extending best wishes to all.

d. Letter from David Grossman at Stanford University indicating continuing interest in TOP and leaving open the possibility of attending.

e. Letter from Verner Bickley announcing his leave of absence to work in Saudi Arabia and Greg Trifonovitch's appointment as Acting Director of Culture Learning Institute.

This constitutes the Chairman's report of the year's activities to date. A report of this meeting will be issued by November and will constitute the annual report to members and to OECD/CERI.

REPORT OF 1981 PACIFIC CIRCLE ACTIVITIES--NEW ZEALAND

Gerald Aitken, Convener
Department of Education

Introduction

1. From the initial group of three teachers working on teacher resource materials in 1978, the New Zealand component of the consortium is now poised to develop into a number of activities from unilateral through to multilateral. The impetus for these developments corresponds broadly to the completion and continuation of Phase I activities of the consortium and the further development of Phase II activities. New Zealand, while still following the agreed policy of a low key, low budget programme, has nevertheless accepted the multilateral responsibilities of working with a number of consortium members on agreed joint projects. If such activities can be sustained and developed, then the basic aims of the consortium will be put into effect.

Organisation

2. Following the annual conference in Christchurch in November 1980, the coordination of all activities in New Zealand was kept with the senior inspector in the Central Regional Office of the Department of Education. However it was noticeable early in 1981 that more responsibility for assisting in coordination of various activities was being taken in the Curriculum Division of head office. This became more pronounced prior to and following the special meeting of the executive officers of the consortium held in conjunction with the planning committee meeting of the Phase II activities in Hawaii in May.

3. Following the return of both New Zealand representatives to the Hawaii meeting, New Zealand agreed in principle to become a part of Phase II - "The Ocean Project." At the same time New Zealand and Australia commenced discussions on the binational ASOC project. In the initial phase, G. Aitken attended the first steering committee meeting to plan and coordinate the activities of this project.

4. As a result of these developments this year and following discussions with the Director-General, it was agreed that the overall coordination of the many activities in New Zealand should now be undertaken in head office. This means that Mr. I. Young (Assistant Director Development) will now undertake this task. While he is on exchange in Canada for a year, this coordination will be undertaken by Mr. Harvey McQueen.

5. Dissemination of information between members of the Pacific Circle in New Zealand and head office and New Zealand's links with OECD-CERI has been maintained effectively.

6. As mentioned in our last despatch of information for the consortium newsletter, our Phase I teacher work group has increased dramatically in size and composition. We now have two members from the primary

service. Both teachers are involved in teaching 11-12 year old students. We also have new faces from secondary schools to provide ideas for our group.

7. It is intended eventually to establish at least one more work group and possibly two under Barry Stringer and Colin Walker's direction to seek out information and data for "The Ocean Project." This information will be collected at a primary and secondary level.

9. Because of severe financial restrictions and a very tight budget, it was not possible to send the New Zealand member of the executive committee to the annual conference in Washington. However, it is fortunate for New Zealand that Mr. I. Young, who will be in Canada during that time, will be able to attend as an observer and act as a locum for Mr. Aitken.

Activites during 1980-81

9. Phase I activities have been sustained during this year and extended by the enlarged teacher work group. The group has met on five occasions during the year and has worked on two main directions, viz. completion of a teacher resource kit on Trade and Independence and development of a further teacher resource kit which we hope will have applicability throughout the Pacific area. This second project on the theme "Disasters" is based on the following assumptions:

- Information and ideas in the unit should overlap with other member countries
- The material produced should be teacher based and provide a resource kit of ideas, teaching strategies and primary resource data
- The unit should be interdisciplinary for levels 11-15 years old
- The preamble to the unit should provide information on:
    a. Cause/result of disasters
    b. The human response
    c. Prevention

We hope that the broad principles as outlined in the above assumptions will have applicability outside New Zealand and material will be trialled by members of the consortium.

10. This Phase I teacher group has also accepted the initial contacts with teachers in Geelong, Australia, to establish a formal networking link of schools. Three schools in New Zealand have made initial contact and it is hoped others will make such a link. At our next meeting it is intended one of the teachers in this group will act as the New Zealand coordinator for such activities. We also hope that such a network of schools will provide a ready source of teachers to trial any materials prepared by countries within the consortium.

11. ASOC. As a result of decisions made at the annual conference in November, an initial meeting of the steering committee was held 30-31 July in Hobart. I represented new Zealand at this meeting and a number of important decisions were taken on the future of the project. The outcomes for New Zealand are for a short term project for 1-2 people in New Zealand to gather basic data and materials to forward to Hobart. Then a long term project will involve the preparation of teaching materials for primary and secondary teachers in the natural and social sciences. Important position papers are now being prepared on the project by the project coordinator in Hobart. Eventually a further group of teachers will be asked to prepare such material into teaching resources along the lines of operation of the Phase I teacher work group in Wellington.

During the three days in Hobart the steering committee was invited to visit the new Antarctic Division Headquarters of the Ministry. This complex has just moved to Hobart from Melbourne. I must record my sincere thanks and appreciation to CDC Canberra for funding my attendance at the meeting and the hospitality of all those in Hobart who made my stay so valuable.

MOP

12. The Hawaii Conference indicated that this project may proceed at two levels, level one for the senior secondary will focus on biological sciences and a teacher group for this activity will be under Mr. Barry Stringer.

The second level will be at standards 2, 3, 4 (7-9 years old) and will centre on studies of bays and harbours. It is envisaged that the Wellington District Science Adviser, Mr. Colin Walker, will coordinate a group of primary teachers in the Wellington area.

Plans for 1982

13. It is intended that the programmes initiated in 1981 will be continued and extended in 1982. The main constraint for any major developments within and outside New Zealand are financial. We are able to release teachers for a limited number of days to work on projects such as those outlined. However, any other financial commitment is unlikely in the immediate future.

14. The year has been one of steady growth of activities within the framework of the Circle. If all the new proposals are able to be sustained and developed, then New Zealand will make a major contribution towards the aims and ideals of the consortium. The future activities look demanding and stimulating. We look forward to success in all these endeavors in the coming years.

REPORT OF 1981 PACIFIC CIRCLE ACTIVITIES
NORTHWEST REGIONAL EDUCATIONAL LABORATORY

Participation in THE OCEAN PROJECT

Organized through Northwest Team for participation in The Ocean Project.

Alaska Department of Education--Terry Whitbeck

Washington Office of Superintendent of Public Instruction--David Kennedy

Oregon Department of Education--Ray Theiss

University of Washington Sea Grant Project--Andrea Marrett

Lewis and Clark College--Cliff Hamer

Follow-up development work is occurring in each of the units and will be shared with total group in the TOP workshop on Thursday.

The Northwest Team will meet in an all day planning session on Wednesday of this week. A proposal will be developed and funds sought to continue joint development activities within the group for participation in TOP.

Harvesting Food Resources of the Ocean

A joint project with CDC combining materials developed by each agency into a series of publications. Materials will be supplementary to regular programs in social and environmental education--grades 7-9. Student resource materials and teacher guides. Publications due in December 1981.

Plans for the continued development of supplementary resource materials on other topics related to energy, transportation and communication, recreation, politics and law, and mineral resources are delayed because of lack of funding. Will probably be submerged in planning for participation in The Ocean Project.

Exchange Activities

- Visiting Scholars from Pacific Circle Countries

  Barry Fallon--Melbourne State College, Victoria, Australia
  (September 1 to November 24, 1980)

  Kerry Fairbairn--Queensland Department of Education, Brisbane, Australia
  (March 1 to May 15, 1981)

- Short Term Visitors from Australia

Richard Baldauf--Teacher, James Cook University of North Queensland, Australia (August 15, 1980)

Jeffrey Bunstan--Regional Director of Education, Benalla, Victoria, Australia (October 7, 1980)

Peter Lyon--Swifts Creek High School, Swifts Creek, Victoria, Australia (October 8, 1980)

Betty Johnson--Teacher, Toorak (Melbourne), Victoria, Australia (October 9, 1980)

Fred W. Cook--Inspector of Schools, Gunnedah, New South Wales (October 1-2, 1980)

Peter Andrews--Head, School of General Studies, Sydney Technical College (February 5, 1981)

Alan F. Beard--Assistant Director of Education, Hunter Region, New South Wales (March 25, 1981)

Laurie Howell--Assistant Director of Field Services, Curriculum Development Centre (March 25-27, 1981)

William L. Hamilton--Deputy Director General of Education, Queensland Department of Education, Brisbane, Australia (April 24, 1981)

Jack Wilson--Director, Teacher Education, Victoria Department of Education, Melbourne (May 7, 1981)

Mike van Heeswyk--Deakin University, Geelong, Victoria (February 23, 1981)

Alan Fidock--Curriculum Development Centre, Canberra, A.C.T. (June 1-3, 1981)

Fay Nelson--Curriculum Development Centre, Canberra, A.C.T. (June 1-3, 1981)

- Short Term Visitors from New Zealand

Bruce McCloud--Department of Vocational Education, Department of Labor, Napier (September 24, 1980)

Roy F. Young--Inspector of Secondary Schools, Department of Education, North Canterbury (March 17, 1981)

- Short Term Visitors from Other Pacific Rim Countries

Caridad Miranda--Assistant Director, Educational Development Projects Implementation Task Force (EDPITAF), Manila, Philippines (August 19-20, 1980)

Augusto O. Tenmatay--Executive Director, EDPITAF, Manila, Philippines (June 1-5, 1981)

Zenaida Domingo--EDPITAF, Manila, Philippines (October 28, 1980)

Frinie Jimenez--EDPITAF, Manila, Philippines (October 28, 1980)

Jerry Rabdau--Department of Education, Saipan, Commonwealth of the Mariana (July 14-18, 1980)

- Other Short Term Foreign Visitors

Walter Beveridge--Math Inspector, Scottish National School Inspectorate, Edinburgh, Scotland (August 7, 1980)

Dr. Henk Franssen--State University of Utrech, The Netherlands (April 6, 1981)

Dr. Arno Reints--State University of Utrech, The Netherlands (April 6, 1981)

H.D. Black--Research Officer, Scottish Council for Research and Education, Edinburgh, Scotland (April 28, 1981)

Anthony Battishill--Undersecretary, Her Majesty's Treasury Fiscal Policy Group, London, Great Britain (July 10, 1981)

Kalidou Camara--Director of Midlevel and Secondary Education, Ministry of National Education, Dakar, Senegal (September 3, 1980)

UNESCO Study Tour under the project "Curriculum Development for Technician Education" (September 26, 1980)

N. Selvarajan--Department of Mechanical Engineering, Technical Teachers' Training Institute, Adyar, Madras

Subbiah Vaiyapuri--Director of Technical Education, Government of Tamilnadu, Madras, India

Madan L. Gilautra--Assistant Education Officer (Technical), Ministry of Education and Culture, New Delhi, India

Ramgopal K. Mani--Principal, Technical Teachers' Training Institute (Western Region), Shyamla Hills, Bhopal, India

K.B. Raina--Professor of Electrical Engineering, Technical Teachers' Training Institute, Chandi Garh, India

Sadababd B. Kumta--Director of Technical Education, Government of Gujarat, Ahmedabad, Pin., India

Related Activities

- Pacific Basin Capacity Building Seminar

Ten agencies from the Pacific Islands and the Northwest Regional Educational Laboratory, Oregon State University and the University of Washington participated in the planning and conduct of the Third Annual Pacific Basin Capacity Building Seminar held from June 22 - July 10, 1981.

Twenty-two participants were selected from the Pacific Islands to be trained in an intensive 64.5 contact-hour seminar covering management, curriculum, parent/community involvement and evaluation sessions combined with general sessions covering educational futures, developing excellence for linguistically different students, and networking support systems.

Forty-one individuals from the Northwest Regional Educational Laboratory provided instructional and support services for the seminar, with an additional twenty external consultants providing special instructional services to general and strand sessions.

Report is on display in the materials from the Northwest Regional Educational Laboratory.

- Multicultural Inservice Training

Purpose: Actual development of sequential, organized training to help teachers deal with multicultural education.

Eight training components, 3 hours of training on each--designed as a series, leading teachers to develop plans for implementing multicultural education in the classroom, but can be used as modules individually. The first six components deal with such topics as teacher background, history, terminology and concepts, while the last two deal with the "how" of implementation.

Each component has a training manual including trainer instructions and trainer materials, training handouts, readings and classroom activities for kids. Each is activity oriented.

Training system has been piloted at 2 sites so far (voluntary enrollment for college credit). Will be piloted in one building at inservice. Now being revised. Field test drafts will be available in January. Staff are available to conduct inservice training on a contractual basis.

- Pacific Northwest International/Intercultural Education Consortium

The Laboratory is participating in a consortium of agencies in the Northwest in international/intercultural program design to increase the effectiveness of programs in this area.

- Indian Reading & Language Development Materials

The Indian Reading and Language Development Program (IRLDP) is a joint effort on the part of the Northwest Regional Educational Laboratory (NWREL) and the Indian tribes of the states of Oregon, Washington, Idaho and Montana. The IRLDP began partly as a result of a feasibility study conducted in 1971 by the Jefferson County School District of Oregon and NWREL that examined the need for and suitability of developing a special program aimed at alleviating reading problems of Pacific Northwest Indian children. At about this same time, the Affiliated Tribes of Northwest

Indians passed a resolution asking for assistance from NWREL in developing a "positive and meaningful educational experience" for Indian children. Out of these concerns, work on the Indian Reading Series was begun in December 1972, with approval and funding from the National Institute of Education (NIE) of a five-year plan for the program.

Indian tribes of Oregon, Washington, Idaho and Montana were invited to participate in the program by providing materials (stories) for the Indian Reading Series. A Policy Board, consisting of tribal representatives and Indian educators from the four-state area, was established to oversee and direct program implementation. Each tribal group established local curriculum committees to gather story material, write and illustrate the stories in a form usable for the Reading Series, and authenticate the story contents with tribal councils. These local curriculum committees were grouped into regional planning committees (Coast, Plateau and Plains areas) by natural geographic and cultural divisions. At the present time, there are approximately fifteen tribes contributing to the Reading Series in the four-state area.

The Indian Reading Series is designed to serve as a supplementary reading and language arts development program for elementary grade Indian and non-Indian pupils. The program was prompted by the identification of the following four major problem areas related to Indian children's learning of reading skills:

- Indian children were found to have lower than average reading and language scores, particularly in language comprehension and fluency
- There was a lack of culturally relevant reading and language arts materials provided in the classroom for Indian students
- Due to cultural conflicts in the classroom and resultant lack of academic success, many Indian students were found to lack a positive self-image
- It was found that teachers did not generally know or understand the Indian student's culture

Given this set of problems, the Indian Reading and Language Development Program determined that a supplementary reading series was needed for elementary grade students that would provide culturally relevant material with which Indian pupils could identify. The following objectives were established for the program:

- To expand student interest in language arts experiences
- To increase student skills in language arts activities

- To improve student feelings of competence and success in communication skills

- To reinforce for Indian students a positive self-image and pride in being Indian

- To provide students and teachers with a greater understanding of Indian culture

An underlying assumption of the program was that the Reading Series would supplement the school's basic reading program. For this reason, and because of the program's overall objective of improving student reading skills, the Series was developed in English rather than in the native languages of the various tribes involved. The program emphasized community involvement in the process, with various Indian tribes contributing the stories and authenticating the cultural value of the materials.

As the Indian Reading and Language Development Program evolved, the need to place even greater emphasis on teacher training and awareness of how to use the program materials has been identified. For this reason, the two major thrusts of the program currently are continued Reader development and teacher training. In addition, the program is planning for and beginning to implement evaluative research on the implications of its work for the general educational and cultural development of Indian children.

- UNESCO Lifelong Learning Project

Lifelong learning is an international cooperative program coordinated by the UNESCO Institute for Education headquartered in Hamburg, West Germany. An NWREL research team representing the United States is working with similar teams from Wales, Singapore and West Germany in examining the roles of textbooks in lifelong learning.

During the first phase of the project, each research team is analyzing a sample of secondary school textbooks produced in their country to identify and specify features which would seem to facilitate and develop knowledge, skills and attitudes required for lifelong learning. Analysis of textbooks include such learning processes as self-directed learning, problem solving skills, independent learning, preparation for new life roles, preparation for careers, etc.

NWREL participation is supported by the National Institute of Education.

- Participation in Oregon Planning for International Education

The Oregon Governor's Commission on Foreign Language and International Education is attempting to "expand the international awareness of Oregon citizens as producers, consumers and voting participants in an increasingly interdependent world." A major part of their work focuses on the role of Global Studies in the school curriculum. Two NWREL staff members serve on the Commission's curriculum subcommittee. A statement of the Commission's policy guidelines can be found on the display table.

REPORT OF 1981 PACIFIC CIRCLE ACTIVITIES--CANADA

Angus M. Gunn
University of British Columbia

In general we have been involved with Interactive Instructional Television (IITV) via the Anik Satellite in the following ways:

1. Videotapes of classroom activity used in IITV for teachers throughout the province to analyze

2. Direct usage to introduce new curricula

3. Community service: i.e., education for the prevention of cancer

In respect to TOP, we have been involved in curricula (or materials) as follows:

1. Found filmstrip by the National Film Board on British Columbia's fisheries

2. Open Learning Institute's first year science telecourse on oceans using:

   a. Coast Community's video tapes

   b. Book of readings culled from

      (1) Hawaiian Conference
      (2) Courses by newspaper readings
      (3) Special contributions by B.C. writers

3. National Film Board films

   a. Tankerbomb

   b. Oceans of Science

   c. Down to the Sea

   d. Tomorrow's Salmon

   e. Arctic IV

   f. The Sea

   g. Forecast for Survival

REPORT OF 1981 PACIFIC CIRCLE ACTIVITIES--JAPAN

Jiro Nagai
Hiroshima University

The activities of the Japanese team in Phase I are summarized in Dr. Kihara's report, copies of which have been distributed to all participants at the Portland conference. Dr. Kihara and his National Institute for Educational Research group have developed several units and teaching materials in the Ocean and Trade project through their experimental teachings, cooperating with many classroom teachers of natural science and of social studies. Mr. Yasushi Mizoue also took leadership in their activities. The main aim of the project was to promote Japanese children's international understanding, especially their understanding of the Pacific Ocean and interdependence between and among nations in the Pacific region. The project put importance on developing interdisciplinary approaches to the problem.

Dr. Kihara is asking the participants in the conference to give him their comments about his report because he is planning to publish it together with the comments.

Apart from this project, Dr. Kihara is still carrying on with another project on "International Exchange of Educational Television Programs," cooperating with NHK (Japan Broadcasting Company) and CDC. The aim is to assess teaching effectiveness of television programs on Japanese culture and society produced by the NHK in the classroom situations in Australia. This project will be continued also in Phase II.

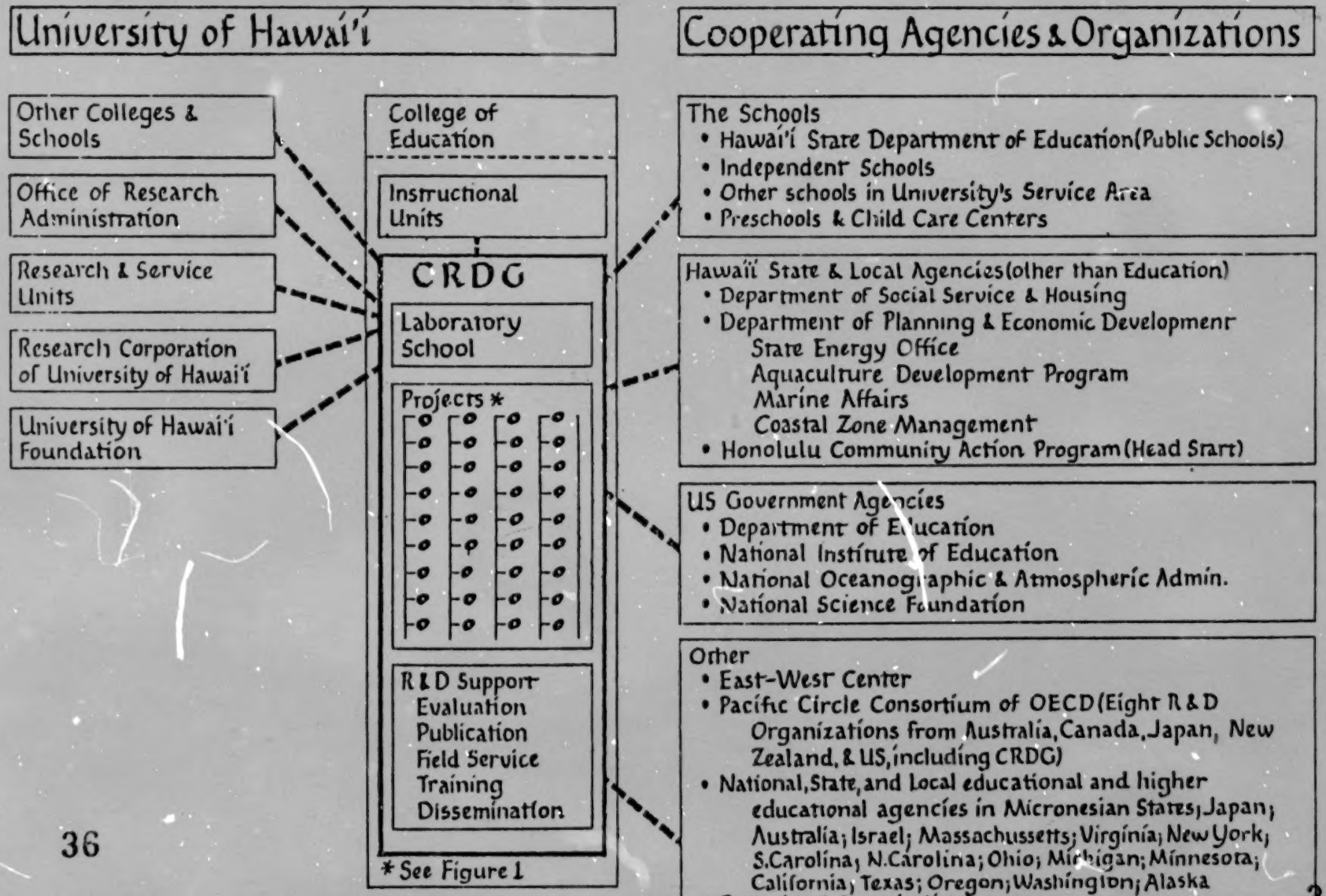
The Hiroshima University group has just recently participated in the Consortium. Therefore, it took some time for them to establish their research system for the project. The research team consists of fifteen faculty members of Hiroshima University, including specialists in social sciences, natural science and education. Prof. Jiro Nagai has been chosen the group's representative. Some subgroups of the reearch system consisting of primary and lower secondary school teachers, upper secondary school teachers and other various researchers have been also organized. Besides, Dr. Kihara and some NIER staff have also been included in the research organization.

The title of the project is "A Theoretical and Positive Study on Education for Circum-Pacific Understanding" aimed at development of educational curricula concerning the utilization of the Pacific resources. The main purpose of the first year project in this program is to develop a guideline for the research and experiments, which are to be carried out in the second year.

The Japanese side has some reflections and questions about the procedure of Phase I. They think some kind of comprehensive evaluation of Phase I should be made in order to make clear the relationship and linkage between Phase I and Phase II.

Secondly, they want to know the rationale of the whole structure of Phase II, if the Consortium is going to introduce the problem of "Education and Work" into their future program. Because they think such a topic might make the quality and character of the consortium vague, they have some anxiety that it would not coincide with the original aim of the consortium.

Relationship of CRDG to UH and other Institutions


University of Hawai'i
Cooperating Agencies & Organizations
Other Colleges & Schools
Office of Research Administration
Research & Service Units
Research Corporation of University of Hawai'i
University of Hawai'i Foundation
College of Education
Instructional Units
CRDG
Laboratory School
Projects *
R & D Support
Evaluation
Publication
Field Service
Training
Dissemination
* See Figure 1
The Schools
• Hawai'i State Department of Education (Public Schools)
• Independent Schools
• Other schools in University's Service Area
• Preschools & Child Care Centers
Hawai'i State & Local Agencies (other than Education)
• Department of Social Service & Housing
• Department of Planning & Economic Development
State Energy Office
Aquaculture Development Program
Marine Affairs
Coastal Zone Management
• Honolulu Community Action Program (Head Start)
US Government Agencies
• Department of Education
• National Institute of Education
• National Oceanographic & Atmospheric Admin.
• National Science Foundation
Other
• East-West Center
• Pacific Circle Consortium of OECD (Eight R & D Organizations from Australia, Canada, Japan, New Zealand, & US, including CRDG)
• National, State, and Local educational and higher educational agencies in Micronesian States; Japan; Australia; Israel; Massachussetts; Virginia; New York; S. Carolina; N. Carolina; Ohio; Michigan; Minnesota; California; Texas; Oregon; Washington; Alaska
• Professional Organizations

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Summary Personnel and Fiscal Data for FY 71 through FY 81

CURRICULUM RESEARCH AND DEVELOPMENT GROUP College of Education • University of Hawai'i 9/81

	FY 71	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77	FY 78	FY 79	FY 80	FY 81
I. University Laboratory School											
Expenditures	$414,000	$534,900	$568,400	$619,900	$658,000	$646,000	$551,600	$579,900	$598,000	$691,100	$811,900
Students' Enrollment (Preschool-12)	996	947	900	955	938	876	906	820	813	888	903
Employees (FTE)	55.7	28.9	27.7	24.5	21.0	19.8	20.9①	20.2①	20.9①	19.1①	20.0①
Students' Staff Ratio (K-12)	11.8:1	12.0:1	13.7:1	14.4:1	15.1:1	17.1:1	17.0:1	18.1:1	18.2:1	18.0:1	16.7:1
Students'/Teacher Ratio (K-12)	14.0:1	14.4:1	16.4:1	17.1:1	21.4:1	21.8:1	22.2:1	24.5:1	21.9:1	22.4:1	21.8:1
Cost per student (K-12)	$1,045	$965	$912	$901	$986	$1,045	$1,025①	$1,009①	$1,082①	$1,142①	$1,327①
Cost per student (K-12)	--	--	$885	$878	$975	$1,034	$993	$976	$1,067	$1,097	$1,298
II. Curriculum Research and Development											
A. Revenue/Transferred Sage Projects											
Foundational Approaches in Science Teaching (FAST)	$73,500 (3.9%)	$107,000 (6.7%)	$109,200 (6.8%)	$79,700 (4.8%)	$48,600 (2.9%)	$30,000 (1.7%)	$61,500 (3.5%)	99,800 (5.1%)	$51,800 (2.6%)	$34,700 (1.5%)	$23,500 (1.0%)
Music	$101,500 (5.0%)	$147,200 (6.1%)	$76,400 (2.9%)	$41,200 (2.2%)	$21,000 (1.2%)	$17,800 (1.0%)	$49,800 (2.5%)	$32,400 (1.5%)	$15,600 (0.7%)	$48,600 (2.0%)	$34,100 (1.2%)
Japanese Language	99,500 (4.8%)	$3,000 (0.1%)	$4,300 (0.2%)	$1,800 (0.1%)	$1,000 (0.0%)	$1,700 (0.1%)	$6,700 (0.3%)	$10,600② (0.5%)	$2,800 (0.1%)	Ceased to the University Laboratory School	
B. Immediate Sage Projects											
Secondary English Program including Mainstreaming	$34,500 (1.9%)	$12,000 (0.7%)	$42,000 (2.8%)	$89,500 (5.9%)	$70,800 (4.4%)	$82,400 (4.9%)	$104,000 (4.9%)	$86,900 (3.8%)	$152,600 (6.1%)	$127,400 (5.1%)	$155,100 (4.7%)
Hawai'i English Program Elementary including Supplement for Mentally Retarded	$8,600 (1.1%)	$13,000 (1.1%)	$7,000 (0.5%)	$24,400 (1.6%)	$14,300 (1.0%)	$11,200 (1.7%)	-- --	$2,500 (0.2%)	$2,900 (0.2%)	-- --	-- --
Arts	$14,000 (1.0%)	$21,500 (1.8%)	$10,100 (0.9%)	$17,400 (1.1%)	$22,800 (1.5%)	$18,500 (0.6%)	$22,700 (1.1%)	$21,100 (1.0%)	$26,200 (1.2%)	$25,500 (1.0%)	$10,000 (0.4%)
Elementary Matrix	-- --	-- --	$9,200 (0.5%)	$8,700 (0.5%)	$19,700 (1.1%)	$20,700 (1.5%)	$28,900 (2.1%)	$20,000 (1.0%)	$33,600 (1.8%)	$33,600 (1.5%)	-- --
Natural and Environmental Studies	-- --	-- --	-- --	$14,800 (1.0%)	$17,100 (1.0%)	$6,800 (0.4%)	$18,000 (0.8%)	$22,400 (1.1%)	$31,600 (1.5%)	$29,700 (1.3%)	$10,000 (0.5%)
Marine Science Studies	-- --	-- --	-- --	-- --	$18,500 (1.1%)	$32,000 (2.3%)	$47,900 (2.9%)	$33,500 (1.6%)	$46,600 (2.2%)	$48,800 (2.0%)	$48,100 (1.8%)
Consumer Education	-- --	-- --	-- --	-- --	$7,800 (0.4%)	$20,000 (1.5%)	$19,600 (1.0%)	$9,800 (0.5%)	$7,300 (0.4%)	$2,100 (0.1%)	-- --
Marine Social Studies including Coastal Zone Management	-- --	-- --	-- --	-- --	-- --	$17,200 (1.1%)	$29,000 (1.7%)	$31,400 (1.7%)	$7,800 (0.4%)	$22,800 (0.8%)	$2,100 (0.1%)
Language Arts, Reading/Library	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$19,100 (1.0%)	-- --	$8,800 (0.4%)	$8,400 (0.3%)
Preschool Learning Disabilities	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$17,600 (0.9%)	-- --	-- --	-- --
Energy Education	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$2,800 (0.2%)	-- --	$4,500 (0.2%)	$7,600 (0.4%)
Food/Nutrition Education	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$9,800 (0.5%)	$12,600 (0.5%)	$5,700 (0.2%)
Hawaiian and Other Asian and Pacific Languages	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$12,000 (0.6%)	Ceased to the University Laboratory School	
C. Developmental Sage Projects											
Intermediate School Mathematics	$3,700 (0.2%)	$7,500 (0.5%)	$13,100 (1.1%)	$11,100 (0.8%)	$21,000 (1.2%)	$25,900 (1.6%)	$25,900 (1.3%)	$26,100 (1.3%)	$20,100 (1.0%)	$27,200 (1.1%)	$32,900 (1.2%)
Preschool Elementary Curriculum	-- --	$13,000 (0.8%)	$19,200 (1.6%)	$20,900 (1.3%)	$54,800 (3.4%)	$68,200 (4.2%)	$51,900 (2.6%)	$46,500 (2.3%)	$80,500 (3.8%)	$67,900 (2.7%)	$75,200 (2.6%)
Historical, Geographic and Multicultural Studies of Hawai'i	-- --	-- --	$15,800 (1.0%)	$21,700 (1.5%)	$26,900 (1.8%)	$16,500 (0.9%)	$27,500 (1.6%)	$32,200 (1.6%)	$52,200 (2.5%)	$29,000 (1.6%)	$16,700 (0.8%)
Comprehensive Mathematics	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$13,900 (0.8%)	$5,900 (0.4%)	$2,800 (0.1%)	-- --
Pacific Cycle	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$12,100 (0.6%)	$20,100 (0.7%)	$19,800 (1.1%)
Ocean Project including Law of the Sea	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$12,100 (0.6%)	$29,500 (0.9%)
Foundation Guidance and Career Development	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$6,500 (0.2%)	$7,100 (0.2%)
Gifted and Talented Students	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$1,400 (0.2%)	$1,700 (0.1%)
D. Exploratory Sage Projects											
High School Science and Technology	$21,400 (2.0%)	$19,400 (1.5%)	$20,500 (2.9%)	$1,900 (0.1%)	$11,900 (0.8%)	$14,900 (2.0%)	$6,800 (0.4%)	$2,500 (0.2%)	$9,900 (0.6%)	$4,100 (0.2%)	$16,500 (0.9%)
School Mathematics	-- --	-- --	$8,200 (0.6%)	$17,200 (2.8%)	$6,000 (0.2%)	$6,900 (0.5%)	$4,600 (0.3%)	-- --	$13,700 (0.8%)	$1,600 (0.1%)	$1,600 (no %)
Preschool Education	-- --	-- --	-- --	$2,500 (0.2%)	$4,000 (0.3%)	-- --	$8,700 (0.4%)	$1,100 (0.1%)	$2,800 (0.1%)	-- --	-- --
Elementary School Science	-- --	-- --	-- --	-- --	$6,400 (0.4%)	$8,700 (0.6%)	$6,900 (0.4%)	$14,400 (0.6%)	-- --	-- --	$1,200 (0.0%)
Drama	Ceased to the University Laboratory School							$4,600 (0.2%)	$3,100 (0.2%)	$3,600 (0.1%)	$2,900 (0.1%)
Middle School Program	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$1,700 (0.1%)	$16,600 (0.6%)	$22,700 (0.8%)
Polynesian Navigation	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$7,700 (0.3%)	$7,000 (0.2%)
Paralleling Guidance and Placement	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$4,900 (0.2%)	$2,800 (0.1%)
Science Skills	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	$3,100 (0.1%)	$14,600 (0.6%)
School Scheduling and Organization	Ceased to the University Laboratory School					Ceased to the University Laboratory School					
E. Curriculum Evaluation Projects											
Mathematics	Ceased to the University Laboratory School				$2,100 (0.2%)	$900 (0.1%)	Ceased to the University Laboratory School				
Social Studies including Law Related Education	Ceased to the University Laboratory School				$1,600 (0.4%)	Ceased to the University Laboratory School				$6,100 (0.2%)	$16,000 (0.6%)
F. Curriculum Theory, Design, Ethnography and Evaluation	$18,500 (1.3%)	$16,700 (2.0%)	$16,400 (1.8%)	$14,700 (0.7%)	$21,700 (1.2%)	$27,100 (1.8%)	$42,500 (2.0%)	$29,500 (1.3%)	$28,500 (1.1%)	$24,200 (1.0%)	$51,000 (2.1%)
G. Services to Department of Education and Other State Agencies	-- --	-- --	-- --	-- --	$52,700 (3.0%)	$52,400 (3.2%)	$7,000 (0.3%)	$15,900 (0.7%)	$15,400 (0.6%)	$45,800 (1.8%)	$91,200 (3.0%)
TOTAL—CURRICULUM RESEARCH AND DEVELOPMENT	$278,800 (17.5%)	$380,300 (22.1%)	$367,200 (21.2%)	$392,700 (26.4%)	$480,800 (29.4%)	$510,600 (29.7%)	$571,600 (29.7%)	$508,200 (29.6%)	$651,200 (31.2%)	$750,800 (30.6%)	$781,400 (27.7%)
III. Loans	-- --	-- --	-- --	-- --	$8,300 (0.5%)	$20,600 (1.0%)	$19,900 (1.0%)	$19,900 (1.1%)	-- --	$12,500 (0.5%)	$27,500 (1.0%)
IV. Administration	$19,800 (1.2%)	$44,000 (3.0%)	$30,600 (2.0%)	$31,200 (2.1%)	$40,200 (2.1%)	$53,000 (3.1%)	$61,900 (3.2%)	$80,700 (4.6%)	$76,200 (3.5%)	$76,900 (3.1%)	$96,900 (3.1%)
V. TOTAL BUDGET (Total Position Count)	$732,600 (34.5%)	$799,200 (34.5%)	$744,200 (33.5%)	$745,800 (33.5%)	$817,500 (33.0%)	$966,600③ (33.5%)	$1,028,900 (33.5%)	$1,091,200 (33.5%)	$1,127,400 (32.5%)	$1,205,900 (32.5%)	$1,516,100 (32.5%)

① Includes $10,600 temporary faculty salaries not reflected in breakdown
② Includes 2.50 equivalent FTE for lecturers not reflected in total position count
③ Includes $10,500 in federal funds
④ Includes estimated 1.00 FTE for lecturers not reflected in total position count
⑤ Includes $11,600 in federal funds
⑥ Supplemental project led by Professor E. Stan Depaepe of C & I, COE
⑦ Includes estimated 2.00 FTE for lecturers not reflected in total position count
⑧ Includes $40,000 in federal funds
⑨ Sponsored by U.H. Food and Nutrition Department with technical support from CRDG, started September 1979
⑩ Includes estimated 2.00 FTE for lecturers not reflected in total position count
⑪ Includes $10,000 in federal funds
⑫ Includes estimated 1.00 FTE for lecturers not reflected in total position count
⑬ Includes $62,900 in federal funds

STUDENT AND TEACHER USE OF PROGRAMS DEVELOPED BY CURRICULUM RESEARCH AND DEVELOPMENT GROUP (ACTUALS AND ESTIMATES)

7/81

		70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	Participation in Program as Year(s) of Grantee Use
Hawai'i State Department of Education (DOE) Developed Programs with CRDG Support																			
1. Hawai'i English Program—Elementary (K-6)	S*	14,900	51,400	54,000	53,100	52,200	53,700	49,300	47,600	45,100	41,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	50%
	T	550	1,909	2,000	1,970	1,933	1,990	1,825	1,760	1,670	1,522	1,560	1,560	1,560	1,560	1,560	1,560	1,560	(1972-73)
2. Artists-in-the-Schools (K-12)	S	116,000	103,000	122,000	114,000	99,000	99,000	123,800	121,800	124,000	124,000	124,000	124,000	164,000	124,000	124,000	124,000	124,000	80%
	T	4,300	3,886	4,515	4,220	3,650	3,650	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	(1976-87)
DOE Initiated Programs Assigned to CRDG for Development																			
1. Hawai'i English Program—Secondary (7-12), including Mainstreaming	S		250	600	700	1,100	3,400	7,000	17,700	26,650	34,900	42,650	51,100	58,000	58,000	58,000	58,000	58,000	84%
	T		6	17	18	22	35	100	230	340	445	554	662	760	760	760	760	760	(1982-87)
2. Multicultural Awareness Program:																			
a. Modern History of Hawai'i (11)	S						300	600	750	750	1,200	8,900	9,100	9,100	8,800	8,800	8,800	8,800	80%
	T						10	20	25	25	40	150	175	175	160	160	160	160	(1981-82)
b. Hawai'i: Our Traditions (7)	S								60	200	500	900	1,200	5,075	5,250	5,250	5,250	5,250	44%
	T								2	10	15	15	20	50	70	70	70	70	(1983-87)
c. Peoples and Cultures of Hawai'i (4-6)	S						360	720	810	1,050	1,500	3,000	3,500	7,000	11,200	16,800	16,800	16,800	48%
	T						12	17	15	35	50	100	125	250	400	600	600	600	(1981-87)
3. Consumer Education (K-12)	S						1,080	4,960	6,000	8,000	12,000	12,000	37,000	42,000	42,000	42,000	42,000	42,000	27%
	T							80	150	300	445	1,185	1,370	1,550	1,550	1,550	1,550	1,550	(1982-87)
4. Careers and Guidance (K-12)	S												77,000	115,500	130,900	130,900	130,900	130,900	85%
	T												2,850	4,275	4,845	4,845	4,845	4,845	(1983-87)
CRDG Initiated and Developed Programs																			
1. Foundational Approaches in Science Teaching (FAST) (7-9)	S	1,600	5,600	6,900	8,500	9,000	10,000	10,300	10,300	12,000	14,000	15,000	15,000	16,400	16,400	16,400	16,400	16,400	81%
	T	20	72	88	108	115	127	150	133	200	200	200	200	220	240	240	240	240	(1982-87)
2. Japanese Language and Culture (3-12)	S		2,000	5,000	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	85%
	T		14	45	58	60	61	65	65	65	65	65	65	65	65	65	65	65	(1973-87)
3. Music (K-12)	S	1,482	1,500	2,000	3,000	15,000	20,000	34,200	40,000	50,000	60,000	74,000	75,000	76,000	77,000	77,000	77,000	77,000	70%
	T	15	30	40	50	200	450	900	1,400	1,600	2,400	2,600	2,600	2,600	2,600	2,600	2,600	2,600	(1985-87)
4. Metric (K-6)	S			150	287	2,100	8,000	16,000	33,000	18,500	9,000	3,000	1,000	1,000	1,000	1,000	1,000	1,000	41%
	T			4	12	95	95	700	1,400	700	500	100	30	30	30	30	30	30	(1977-78)
5. Pre-School Teacher Development	S				200	500	800	1,300	2,900	2,600	2,900	3,400	3,800	4,600	4,600	4,600	4,600	4,600	38%
	T				10	20	50	85	150	190	225	260	290	380	380	380	380	380	(1982-87)
6. Intermediate Math (7-8)	S							280	280	285	190	250	500	500	600	2,000	3,000	4,000	17%
	T							5	5	5	4	4	8	8	10	40	60	80	(1982-87)
7. Nature Study (K-6)	S						500	500	2,500	5,000	7,750	11,200	15,400	19,600	23,800	28,000	36,400	36,400	41%
	T						15	20	70	150	250	400	550	700	850	1,000	1,300	1,300	(1985-87)
8. Marine Science (10-12)	S								1,000	1,500	2,800	3,300	3,600	4,000	4,000	4,000	4,000	4,000	95%
	T								20	40	60	70	85	90	90	90	90	90	(1982-87)
9. Marine Social Studies (11-12) (Coastal Zone Management)	S								150	500	900	1,300	1,800	1,800	1,800	2,200	2,600	1,950	40%
	T								5	14	30	50	60	60	70	80	90		(1990-91)
10. Energy (K-12)	S								900	10,100	18,300	31,000	43,000	45,000	55,000	60,000	77,000	77,000	50%
	T								30	580	675	1,150	1,330	1,665	2,035	2,220	2,850	2,850	(1985-87)
11. Citizenship and Law-related Studies (9-12)	S									1,800	9,000	16,200	16,200	18,000	20,140	22,800	25,080	25,080	35%
	T									15	75	135	135	235	265	300	330	330	(1985-87)
12. Food and Nutrition (K-6)	S											2,400	8,400	16,800	28,100	44,800	64,400	64,400	76%
	T											80	310	620	1,040	1,660	2,400	2,400	(1985-87)
13. Physics and Physiology (10)	S														250	500	1,500	2,500	60%
	T														10	20	30	50	(1992-93)
14. Science and Technology (K-6)	S														900	2,700	4,200	6,000	60%
	T														30	90	140	200	(1992-93)
15. Global Education (7-12)	S													600	1,200	1,800	3,000	6,000	60%
	T													10	20	30	50	100	(1991-92)

*S = Students, T = Teacher

BEST COPY AVAILABLE

REPORT OF 1981 PACIFIC CIRCLE ACTIVITIES
CULTURE LEARNING INSTITUTE

Karina Gonzalez
East West Center

We have updated and revised the original Pacific Circle Consortium Historical Dossier so that all documents are chronologically organized by document numbers. This will facilitate an easy retrieval and updating system.

Our major project was the hosting and coplanning with CRDG of The Ocean Project Workshop I. Attendance was very good both by the members of the Consortium and by the Hawaii ocean community. The objectives of the workshop were achieved, namely, educators received an introduction to the interdisciplinary nature of ocean studies and were able to commence with evaluating areas in existing curriculum in which various aspects of ocean studies could be incorporated.

The first curriculum study which was proposed is the Bay and Harbour Communities; the second is the Study of Fisheries. Both of these studies are vital areas in ocean affairs and will allow an integrated approach to a specific area of ocean use to be developed.

Our second major undertaking was the preparation of a draft brochure of the Pacific Circle Consortium which was agreed on at the 1980 Christchurch meeting. The first draft was circulated to all members, however, the comments received seemed to indicate some level of inconsistency in the various members' idea of the brochure. Basically, the first draft was reworked and we now have a much shorter, more concise version which will be circulated for review.

With reference to another East West Center project, the Pacific Islands Development Program (PIDP) which is closely related to Pacific Circle concerns, we should like to highlight some of their activities.

PIDP's first line of networking exists with the heads of Pacific Island governments and with senior ranking diplomats. Secondly, PIDP has established collaborative relationships with many Pacific related educational institutions, namely, the University of Guam, of the South Pacific, of Chile, and many other international organizations with ocean-related interests. Some of the current projects that could be of interest to the Consortium's future work are Magnetic Orientation of Tuna; Development of a Pacific Development Resource Collection, and a Demonstration of Projects in Aquaculture in the Pacific area. Thus, there are numerous potentials for further linkages with the Pacific Islands through projects such as this.

REPORT OF 1981 PACIFIC CIRCLE ACTIVITIES--AUSTRALIA

Curriculum Development Centre

In spite of continuing uncertainty about the future of the Curriculum Development Centre, the Pacific Circle year has been a very busy one for the Centre. Our only regret is that we are unable to present our annual report in person at the Portland meeting.

ACTIVITIES FOR 1981

1. Antarctica and Southern Ocean Project

Following exploratory discussions at the Pacific Circle AGM, Christchurch, November 1980, the Tasmanian Curriculum Centre became an affiliate member of the Circle through CDC Canberra. Tasmania was keen to develop curriculum materials on the Southern Ocean and Antarctica as its contribution to second phase Circle work on The Ocean.

More detail on the development of and plans for this aspect of Circle activity are to be discussed later in the agenda. Suffice to say here that the project is currently underway, with funding assured at least until June 1982. Draft materials have been received at CDC, and we are enthusiastic about the possibilities of valuable and interesting materials being produced.

2. NIER/CDC Exchange of Educational T.V. Programs

Five quality educational T.V. Programs developed for domestic use in Japanese schools were made available by the NHK (National Broadcasting Commission) for adaptation and use in Australian schools. The study, the idea of Dr. Kentaro Kihara of NIER, is to be in two stages. Adaptation of Japanese programs for Austraian use, trialling in schools, pre and post-testing for knowledge and attitudes and subsequent reporting of results comprised the first stage. Stage 2 involves the adaptation of Australian programs for use in Japanese schools.

The need for access to such good quality, contemporary and "typically" Japanese materials was evidenced by the enthusiasm of teachers and pupils involved in trialling the films. Changes, particularly in knowledge about Japan following from the study, indicate that such materials can provide valuable teaching/learning materials for understanding of other cultures. Subsequent interviews with teachers suggest that materials would be even more valuable if they could be built into ongoing programs of study, enabling preparatory and followup work.

By kind permission of NHK, the films are being retained in centres around Australia to be made available to teachers as their programs require. (See page 39.)

The second phase of the study awaits project proposal funding. However, selections of suitable Australian programs for exchange have been made; a list of possible exchange materials is on pages 40 and 41.

3. Participation in TOP Workshop, Hawaii, May 1981

Alan Fidock, Fay Nelson and Marguerite Wells represented the Centre at the first TOP workshop. The involvement of Alan and Fay (whose interests lie primarily in Aboriginal Education) in Circle activities was a significant step for the Circle in its wish to involve all project areas in the work of the Circle. We believe also that Alan's and Fay's contribution to the workshop gave workshop participants a glimpse of the problems and complexities confronting Australian education and gave them firsthand experience of materials being developed about and for Australian Aborigines. (See also paragraph 6, Publications.)

4. Attachment of CDC Staff Member to NIER

Miss Marguerite Wells was awarded a Research Fellowship by the Japan Society for the Promotion of Science to undertake work within the NIER, Tokyo. She has been in Tokyo from 30 March - 30 September 1981. As part of her activities, Marguerite translated and edited the report of the NIER's Phase I Pacific Circle Program, Curriculum Research and Development for Understanding in the Pacific Rim Region. The report was subsequently typed at CDC, and read with much interest by the staff here who remarked on the great similarity between Japan's interdisciplinary approach to materials for international/intercultural understanding and those of other Circle members. CDC would like to congratulate NIER on its work.

5. Pacific Circle Schools Network

Correspondence and exchanges of material are occurring between participating schools. Further details on this activity are provided in a later agenda item.

6. Publications

The major activity currently being undertaken is the publication of joint CDC/NWREL phase I ocean materials. The manuscript Harvesting the Ocean is in final drafting stages with an editor and team of contributing teachers in Tasmania. Additional sections on nutrition, pollution, international law and ecology have been commissioned, and Fay Nelson and Alan Fidock are preparing a special section on Aboriginal Culture in relation to the sea, for the publication. We anticipate that the manuscript will be ready for production by December 1981 and on sale soon after. Circle members are reminded that other CDC publications are still available through the Centre, including:

Sportlink, a booklet exploring the linking of various Pacific countries through sport

People of the Sea, 16mm colour film, (700') on the people of the Solomon Islands, some of their traditions, and their life in a contemporary Pacific community

Travellers and Travelling - A Pacific Perspective, and

Themes and Ideas for Teaching about the Pacific Basin

The latter two sets of materials are unfortunately still in draft form, and no definite plans have been undertaken for their publication.

However, both drafts contain a wealth of ideas for teaching and learning about the Pacific, and CDC would be delighted to receive requests for copies.

In addition, CDC holds a complete file of all initial Circle documents, discussion and planning papers, newsletters and meeting reports, should members be interested.

JAPANESE VIDEO MATERIALS

In cooperation with the National Institute for Educational Research, Tokyo, the curriculum Development Centre has undertaken a study into the adaptability and use of Japanese educational television programs for Australian schools.

Five high quality video programs were made available by the Japanese National Broadcasting Commission (NHK) for use in the study. The titles are:

Bekkai, a dairying area in Hokkaide
Fish farming in transition
Uji, a tea village
The Village of Asuka
Kurashika, a white-walled town in Okayama

These films (plus typescripts of the commentary and some support materials) are now available for classroom use through the

Curriculum Development Centre
P.O. Box 52
Dickson, A.C.T. 2602

Production Services Branch
Department of Education
P.O. Box 33
North Quay, Queensland 4000

O'Connell Education Centre
Sturt Street
Griffith, A.C.T. 2603

ROCTAPUS - PROGRAM POSSIBILITIES

INDUSTRY/CROPS

Roctapus No.		Title	Time	Viewed
8004		Tea plantation	2.38	
8014		Mt. Isa mines	7.18	
7915		Sugar growing	2.34	
7917		Coal	4.53	
7809		Cotton picking	4.10	
			20.53	
8007	OR	Cotton	5.03	21.46

Selection may be a) slightly too long
b) in need of some back up information

PASTORAL

7905	Jillarooing	5.40
7903	Horsebreaking	6.31
7915	Cattle sale	6.17
		17.88

TECHNOLOGY/OUTBACK

8014	Solar connection	18.00

Whole programme could stand as it is. Again, may need some back up information but a lot of possibilities in the material around the main story - Alice/camels/land forms. (Telecom: for release)

MARINE/COASTAL

7810	Marine exhibition	6.02
8003	Turtles	5.50
7912	Dent Island	6.58
8008	Heron Island birdman	4.25
8013	Heron Island	4.40
		20.75

8003	Wildlife artist	6.33
8009	Violin maker	6.33
		12.66

CITIES

7813	Canberra	4.06
8006	Melbourne	1.51
7814	Brisbane	4.40
7809	Sydney (Luna Park and	2.19
7814	Sydney Opera House)	5.40
		17.56

SOLAR/ENVIRONMENT		
7808	Solar energy	5.38
8013	Sun hunters	2.59
7802	Environmental team	3.33
8002	Solar oil	3.50
		14.80

Notes:

1. Routine for transfers - can back material direct from segment to segment without any Roctapus Studio introduction. Transition in narration.

2. Productions to be provided as a master on three quarter inch Umatic tape (PAL Standard). Conversions to be left to Japan.

3. Each program needs to have language transcript in English but Umatic master to have music and SFX only.

APPENDIX X

ANTARCTICA AND SOUTHERN OCEAN CURRICULUM PROJECT

Steering Committee

The Project Steering Committee met in Hobart on the 30th and 31st July. It was attended by David Francis of CDC, Canberra, and by Gerald Aitken of the New Zealand Education Department as well as by eleven Tasmanian members. (A list of the members is attached.)

Both the Project Proposal and Project Profile were discussed, modified slightly and accepted. The Committee decided that two guideline papers should be prepared for consideration at its next meeting in late October.

(i) "The Problems of Cohesion and Diversity"
The paper addresses the problem of how comprehensive our materials should be and how they can be connected together.

(ii) "The Polar Continent"
This epitomises our whole approach to the region. It is unique in that there is a land mass at and around the South Pole and an ocean barrier surrounds it.

Draft Materials

A number of draft papers have been prepared for possible future use as teacher resource materials or as background material for writing groups.

(i) Beyond the Antarctic Circle (length of day and night in Antarctica)

(ii) Penguins (Emporer, Adelie and Rockhopper)

(iii) Interview with an Antarctic Veteran

(iv) Two edited stories written of journeys in Antarctica with dog teams

(v) The Polar Continent (background, core material)

(vi) Physics in Antarctica (heat transfer, magnetism, etc.)

(vii) Icebergs and Glaciers in the South

(viii) Optical Phenomena in Antarctica

Time-lines showing Antarctic Discovery and Exploration have been prepared. A small group of teachers is working on a Social Studies module for Grades 7 to 9 on this topic.

Further Funding

Funding of this Project in relation to participation in Pacific Circle Consortium Activities is in doubt and will have to be renegotiated.

INAUGURAL MEETING OF STEERING COMMITTEE

DAY ONE - 30th July

Venue - Education Department, 5th Floor Boardroom, 116 Bathurst Street, Hobart

Chairman - Mr. J. G. Scott, Deputy Director General, Tasmanian Education Department

9.00 Welcome by Chairman
Introductory remarks by the Minister for Education, Mr. T. Aulich, M.H.A.
Introductory remarks by the Minister for the Capital Territory, Mr. M. Hodgman, M.H.R.
Address: Dr. Knowles Kerry, Antarctic Division, Ministry of Science and Technology

10.15 Morning tea

10.45 Business Session I

(i) The ASOC Project as a national and an international project - D. Francis
(ii) N.Z. involvement in Antarctica and in ASOC Project - G. Aitken
(iii) The ASOC Project proposal re-examined, appropriate curriculum responses - W. B. Brewer
(iv) Discussion

1.00 - 2.20 Lunch

2.30 - 5.00 Business Session II

(i) Funding and management - D. Francis
(ii) Issues and actions - suggested modules, formation of working parties, etc. - M. L. Yaxley
(iii) Discussion

DAY TWO - 31st July

9.00 - 12.00 Business Session III

(i) Membership and mandate of ASOCP Committee
(ii) Frequency of meetings and logistics of ASOCP Committee
(iii) Appointment and designation of duties of an executive sub-committee
(iv) Schedule
(v) Other business

1.45 Depart for Kingston

2.15 - 3.45 Visit to Antarctic Division Headquarters - Kingston

INAUGURAL MEETING OF STEERING COMMITTEE - 30th-31st July, 1981

Chairman - Mr. J. G. Scott, Deputy Director General, Tasmanian Education Department

Members

Mr. G. Aitken - Department of Education, New Zealand

Mr. W. Brewer - Curriculum Centre, Tasmanian Education Department

Mr. D. Brownlow - Curriculum Centre, Tasmanian Education Department

Mr. G. Cairnduff - Warrane High School

Mr. D. Francis - Curriculum Development Centre, Canberra

Mr. A. Jackson - Antarctic Division, Ministry of science and Technology

Dr. G. Johnstone - Antarctic Division, Ministry of Science and Technology

Mr. N. Kemp - The Tasmanian Museum and Art Gallery

Dr. P. Lynch - Centre for Education, The University of Tasmania

Mr. L. M. Mulcahy - The Friends' School

Dr. D. Rounsevell - National Parks and Wildlife Service

Mr. M. L. Yaxley - Curriculum Centre, Tasmanian Education Department

SOME REFLECTIONS ON THE "NETWORKING GAME"

Mike Van Heeswyk
Faculty Head, The Geelong College, Australia

School networking across the "Pacific" was born with the exchanges between the Geelong Pacific Circle Schools Network (Australia), and their colleagues in the North Clackamas School District in Milwaukie, as well as schools from Eugene and Springfield, Oregon (United States).

The degree of interest in exchanges at the school level has been overwhelming. This has necessitated limiting the number of schools that could participate at this introductory stage. Despite the limited exchanges that have occurred so far, enthusiasm has been high. Once teachers overcome the initial reaction that this is not a "pen pal" exchange but rather exchanges of knowledge, concepts, ideas and curriculum materials between schools in different cultures, a firm commitment to the "networking game" is established. But more importantly, it raises the level of international understanding through personalised student and teacher exchanges.

The exchanges during 1981 between schools in the United States and Australia demonstrate that networking can be most effective in stimulating and motivating both student and teacher. The "pay off" I have seen is immediate, once a parcel from an overseas school reaches the classroom. The analysis of a parcel containing newspapers, photographs, tapes, school magazines, etc., creates a genuine interest in the overseas school. Furthermore, the excitement is just as great at grade 4 or 6, like at Seth Lewelling School, or at a grade 9 or 10, like at Roosevelt Junior High School. I am sure that teachers at this conference will elaborate upon these exchanges and testify to the enthusiasm it has generated in the classroom.

I cannot overemphasize the need for international exchanges to take place. I was appalled at the lack of knowledge that exists in the classroom about our Pacific neighbours. Some typical comments that emerged were:

> "No! Australia is not one of the States in America."
>
> "Yes, we do speak English in Australia."
>
> "Are the Australian Aborigines and the American Indians the same group of people?"
>
> "You also have Safeways and K-Marts in Australia!"

No doubt similar comments emerge from Australian school children. Knowledge about other Pacific cultures is even more limiting, which therefore shows the need for school exchanges is great. The direct contact that emerges from student/teacher initiated enquiries develops a more penetrating level of interest and gives relevance to text books and other sources of information. I would therefore urge that other

school networks be established in Pacific Rim countries, thereby enhancing international understanding.

In order to establish school networks, a set of guidelines and procedures ought to be adopted. The reasons will become evident when we analyse some of the problems that have emerged during 1981.

Suggestions for Guidelines: (Not meant as an exhaustive list)

1. Appoint a convenor
2. Keep network organisation informal
3. Ideal number of schools in one locality, four to six
4. Involve at least two to three people in one school
5. Involve both elementary and junior secondary teachers
6. Teacher involvement should depend on classroom needs
7. Allow schools in each locality to dictate the type of exchanges according to their curriculum needs
8. Teacher involvement should be voluntary (rather than the Principal's nomination)

Suggestions for Procedures:

1. All exchanges should move through the convenor
2. Convenor should be responsible to the Pacific Circle Consortium institute within their own country
3. Convenor should provide regular reports, summaries of which could appear in the Pacific Circle Newsletter
4. Pacific Circle Newsletter should be sent to each network
5. Materials exchanged ought to be sent air mail, limited funds should be set aside for this

Difficulties Encountered during 1981

The most frustrating problem for schools participating in network exchanges has been the long delay in receiving a response from their contact school. This is particularly difficult when initial contacts are being established. It should be fully understood that a response to a school package will inevitably take time. Delays occur not only through the postal services but also within schools as they need to process the package, formalise a response and continue with their own curriculum.

Delays are not limited to just the four week return journey for letters, but also school calendar restraints. The school years in Australia and the United States only intersect between February and June and again between September and November. As school years start and finish at different times throughout the year, continuity of correspondence between pupils via their teachers becomes difficult.

The nine week programme established by Aaron Kaufman (Roosevelt J.H.S.) utilizing exchanges is therefore difficult to establish, but extremely rewarding when it works. A response from the Geelong Pacific Circle Network (Clonard girls school) arrived during the nine week session. The package of materials was eagerly processed by the class and proved very exciting.

Financial costs may be another constraint. When exchanges or curriculum materials, newspapers, tape recordings etc., are sent air mail, the amount can be quite large. During this initial trialling phase, schools have managed to find some money or other support systems. For example, support has come through the North Clackamas School District, the Bethel Eugene Springfield Teachers Centre and the Curriculum Development Centre, Canberra. Can this support continue in the future? Some low level funds are required to help offset the occasional international telephone call which is most beneficial especially when air mail strikes are in progress.

All these problems have emerged during 1981, and have not proved insurmountable. The excitement and rewards of this networking game have motivated teachers to find solutions.

For networking to be successful internationally, it must be successful within each country. Pairing-off exchanges between two schools should not be encouraged. The networking game will stagnate if the flow of materials and information bypasses the convenor. An individual teacher may leave, school policies may change, and the international contact is lost. It is therefore essential that a community of schools evolve into a "loose coupled" network, administered by a convenor. The community of schools who interface regularly will both supplement each other's resources and provide a critical audience for curriculum materials sent overseas. Furthermore, the Pacific Circle Consortium members are kept in touch with what is developing and exchanging at the grass roots level through a convenor.

The convenor is the essential pivot in the networking game. The dialogue is maintained, record of meetings are kept, and a consistent reference point is maintained from school year to school year.

Future Possibilities

1. Network exchanges with more than two countries
   (Most teachers I have met are anxious to exchange with schools in Japan. Some solution to the language barrier will need to be devised.)

2. Network exchanges with schools that lie within the Pacific Rim
   (i.e., schools in Samoa)

3. Network exchanges between communities of schools within one country
   (i.e. Tasmanian and Victorian schools in Australia)

4. Exchanges of teachers between countries (This already exists in some countries and might be extended to the networking schools)

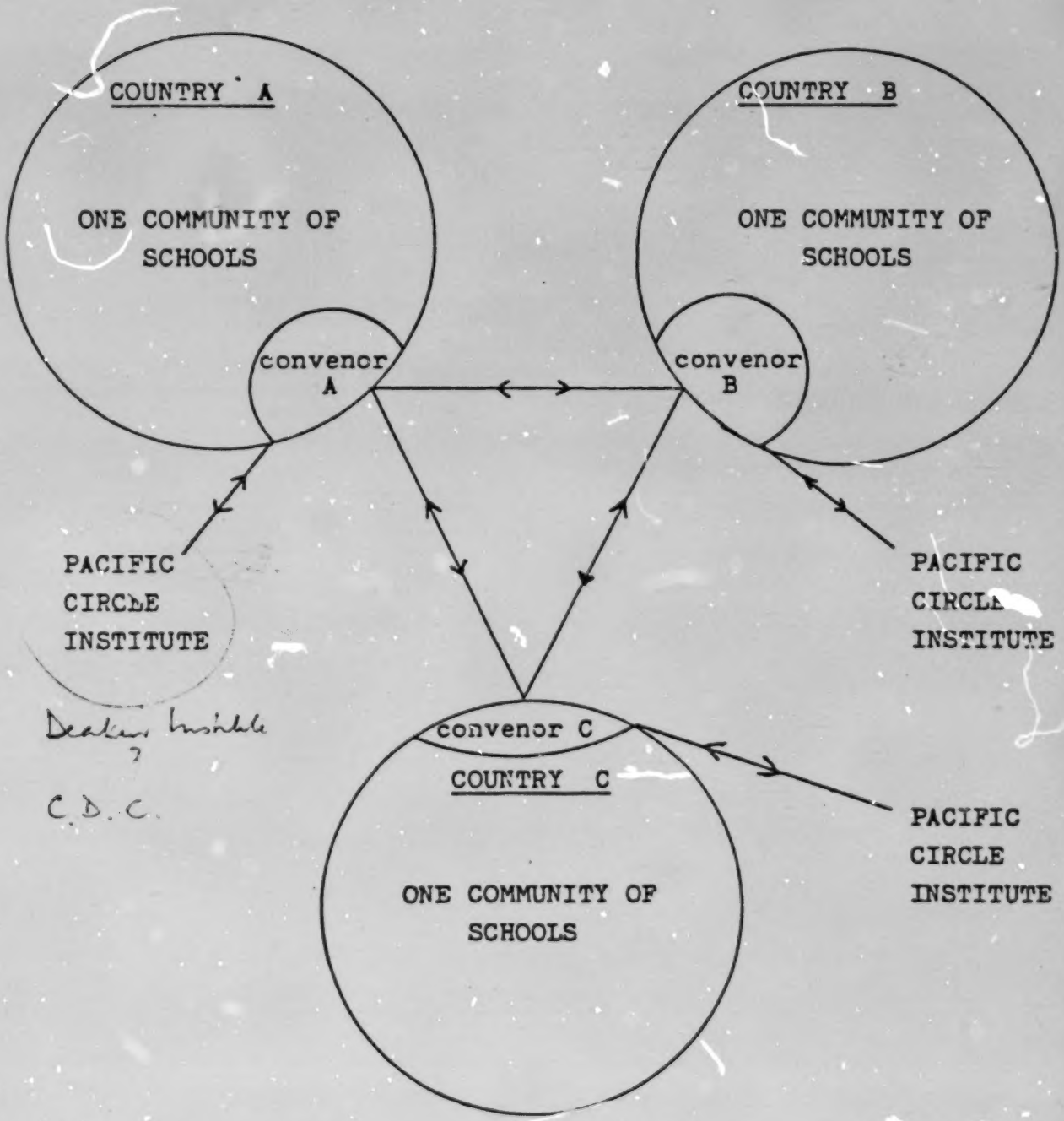
5. Low key production of films about a community of schools (Interest was shown in producing these films by Dr. James W. Sanner of the Oregon Education Department. Such video tapes would serve as excellent introductions to overseas schools.)

The success of school networking depends on its informality. What captivates the individual classroom teacher is the new exciting and

challenging curriculum brought into the classroom. Simultaneously the classroom teacher does not want to be part of a bureaucratic network that will further impinge on their tight time schedule. Therefore, the network should be kept as informal as practical.

BEST COPY AVAILABLE

THE NETWORKING GAME: SUGGESTED FLOW!



Dealer Institute
?
C.D.C.

APPENDIX XII

GEELONG PACIFIC CIRCLE SCHOOLS' NETWORK

Colin Henry

The Geelong Pacific Circle Schools Network is a group of teachers and members of Deakin University's School of Education who share a common interest in collaborative curriculum development aimed at improving intercultural understanding. The teacher members of the Network work in a variety of schools within the Geelong District. They include staff from a local technical school, from private Catholic and non-Catholic primary and high schools, and from inner-city, suburban and coastal State-run primary schools (including two teachers who share their time between classroom teaching and consultancy). At this stage (September 1981) there are twenty people involved in various ways in the Network's activities; sixteen of these are teachers.

The group meets regularly each month to report on work in progress, to exchange curriculum and teaching ideas, and to attend to organizational affairs. Meetings are held in members' schools or on the campus of the School of Education. Attendance at these meetings varies, but it is usual for ten or twelve people to meet together. Meetings are held after school for approximately an hour and a half. The monthly meetings are convened and chaired by one of the teachers, while most of the clerical work (e.g., sending notices of meetings, preparing and distributing summaries of the discussions) is handled by the secretarial staff of the University.

The last meeting of the group was typical of the monthly meetings. It was held at Newtown Primary School on Tuesday, August 18th, between 4 and 5.30 pm. There were two items on the agenda: reports on work in progress and finalizing the program for a whole-day curriculum workshop planned for Tuesday, September 22nd. After coffee the group met in the staffroom to discuss, in a fairly informal way, how each school's Pacific Studies program is developing and what the final form of the workshop would be.

By October 1981 the G.P.C.S.N. will have been in existence for two years. The establishment of the organization was first suggested by Stephen Kemmis (Deakin University) and Mike Van Heeswyk (The Geelong College) at a small meeting which followed the Third International Conference of the Pacific Circle Consortium, which was held in Sydney during the last week of September 1979. The initial discussion to consider the possibility of establishing a network of teachers interested in Pacific Studies was followed by two other foundation meetings to which were invited colleagues and friends who were likely to be interested in the idea of co-operative work for the purpose of promoting international understanding.

At these initial meetings of the budding Network held in the early months of 1980, discussion centred on the potential advantages and disadvantages which could result from forming a cluster of teachers who would work cooperatively to develop curriculum materials of their own and to trial resources produced by the Curriculum Development Centre, Canberra, or other members of the Pacific Circle Consortium. The

proposal appealed to enough teachers to make the Network a reality. In the months that followed a whole variety of developments were begun. Study units on Japanese squid fishing in Bass Strait, on tourists and tourism, and on urbanization were planned and tried out for the first time in one school. In others, teachers launched a comparative study of families in Australia, Japan, Samoa and the Philippines; explored the development issue with case studies taken from Filipino, Indonesian and Peruvian experience; ventured into a study of the method and language of anthropology based on an enlightening portrayal of life in the United States; and examined post-war Japanese society.

These, and other exercises like them in curriculum development and implementation, constituted the major achievement of the Network during 1980. By the end of 1980 teachers were able to speak from experience about the complex process of developing Pacific Studies appropriate to their own situation, and of a widening range of shared teaching strategies that they were trying and perfecting. 1981 saw a distinct change in direction.

The change in direction which characterized the work of the Geelong Pacific Circle Schools' Network from the beginning of 1981 was direct consequence of the group's attempts to establish links with schools located in Oregon and New Zealand. In a significant way the Network was deflected from its previous work in curriculum development as its members took on the task of co-operating in the establishment of an international network which would provide for reciprocal exchanges of information and material between teachers in different countries who shared a common interest in promoting understanding between Pacific cultures.

The sudden flurry of interest in international, school-to-school exchanges of information about Pacific life-styles occurred almost immediately after the Fourth International Conference of the Pacific Circle Consortium, which was held in Christchurch in November 1980. There can be little doubt that the new thrust was an important consequence of the interet shown in cross national exchanges between teachers and students by participants at the Conference. In this way, the 1980 meeting of Consortium members demonstrated, as had the Third Conference the previous year, the immense value of the face to face discussions such conferences make possible. Without the impetus provided by decisions made and action taken by a number of people at the Conference, it's doubtful that the exchange scheme would have taken off.

From the point of view of the Geelong Network, the Fourth Annual Conference was highly significant for three related reasons:

1) It established the idea of networking, as pioneered by the Geelong group, to be a viable way of working that might prove to be worth duplicating both within and between other Pacific Rim countries.

2) The appeal of the networking idea for influential Consortium members from other countries, in addition to Australia, served to hasten C.D.C.'s decision to actually provide financial support for the Network's activities.

3) And this was the factor which was probably the most immediately decisive of all. Larry Fish's personal intervention to revive an exchange initiative that had been attempted, apparently unsuccessfully, over ten months previously, sent the Network into a decidedly different orbit.

When Larry Fish removed the impasse which had frustrated Elizabeth Dobson's attempt to find a "sister school" in Oregon, he set in motion a whole chain of unexpectedly transforming events. Don Emberlin's subsequent action in late November 1980 and the rapid and generous response of Al Glauser and his "diplomats"--Alan Hingston, Gary Fodor, Mary Kohl and Sherry Bjaastad at Seth Lewelling School, turned what looked like a disappointing failure into a belated, but surprizingly fruitful, success story. That interpretation was reinforced after Mike Van Heeswyk's arrival in Oregon in February 1981. After another meeting convened by Larry Fish and Don Emberlin eight additional teachers, this time at Bilquist and Sunnyside Elementary schools in Portland, and Roosevelt and Kennedy Junior High Schools in Eugene, showed similar interests in finding contacts in Geelong. The appeal of the exchange idea was confirmed even further in March 1981 when Gerald Aitken conveyed the news that four schools located in or near Wellington, New Zealand--namely, Wellington Girls' College, Tawa College, Waiopehu College and the Department of Education Correspondence School--were also interested in working with Geelong Schools.

Faced with an unexpected surfeit of riches, it was clear that the Network had urgent things to do. Having invited teachers from Oregon to join in our work, and having creatd the expectation that matches could be made between teachers in Geelong and teachers in Eugene and Portland, the most pressing task was to expand the local Network's membership. Apart from Elizabeth Dobson, the Network consisted exclusively of junior secondary (high and technical) school teachers. The reason for the junior high bias was simple enough: the material C.D.C. had produced, and which the Network was initially formed to trial and experiment with, was pitched at the junior secondary level. While the job of finding matching partners for junior high schools was not too difficult given the composition of the Network, the same could not be said as easily of the primary schools. The first firm indications of interest in exchanges from schools in Oregon arrived in Geelong during the first or second week of December 1980 and that fact of timing created quite a problem. Because Australia schools close down in mid-December for the long (seven or eight weeks) (southern) summer holidays, it was impossible to round up the required "new hands" and have them begin responding to the invitations from the North Clackamas Schools anything like as quickly as we would have wanted to. The scheme had to be postponed for at least two months even though we knew such a delay would be hard to understand at the other end.

There were further delays even after school resumed in February 1981. In fact it wasn't until the end of March that we were finally able to say that partners had been found for all but one of the teachers in Oregon who had expressed an interest in the exchange proposal. By this time we had also been able to provide Gerald Aitken with names and addresses of teachers in Geelong willing to participate in the exchanges he was co-ordinating.

From the end of March the exchange project finally began to appear in practice as more contacts like the correspondence between Elizabeth Dobson and Alan Hingston began to materialize. Exchanges between Lyn Percy and Sherry Bjaastad and between Bernardine Good and Mary Kohl, although at first tentative and annoyingly hindered by long postal delays, began to look much healthier as the teachers concerned were able to establish personal contacts with each other. The personal factor, that is having a real, live person to write to and get to know rather than a vague "American contact" or some vague "Australian teacher," shouldn't be underestimated. In the absence of convivial interpersonal relationships, it is doubtful if any sustained international contacts can be maintained.

The way children responded to parcels of material prepared by children overseas shouldn't be played down excessively either. The interest such exchanges excite in children is a potent force in their favour. As exchanges warmed to each other and as they saw the effect the exchanged parcels had on the children they were teaching, the project and all it involved started to look more worthwhile and consequently more robust.

Following Don Emberlin's second wave of offers, Helen Henry and Rory Wilson made their first contact with Aaron Kaufman. Aaron's response created a great deal of excitement at Clonard College, and from what Mike has told us about the effect on Roosevelt Junior High, Clonard's parcel didn't go unnoticed there either. At the same time as the first junior high exchange started to get off the ground, efforts were being made to find contact persons for Toni Mudd at Bilquist Elementry and Lindsay Clark, Susan Ketchun, Ronald Pauly and Gary Peterson at Sunnyside Elementary. With the United States school year fast drawing to a close we were conscious of the need of getting something posted to Oregon before the end of May. That was possible except for Bilquist Elementary. A set of local circumstances eventually prevented the teacher we had approached to be Toni's partner from actually taking up our invitation.

In addition to establishing the "Oregon Connections," we were able to accommodate three of the four schools in New Zealand Gerald Aitken had told us about. The situation in New Zealand at this stage of our negotiations was one stage back from where we were at with the Oregon exchanges. We were still relying on Gerald as our go-between and had made no direct contacts with his teachers.

All in all it had been a busy few months. By the beginning of August while the schools in the United States were still on vacation and we were suffering the wet and cold of second term, the exchanges established score board looked like this:

Established and Looking Good:

Australia

Beth Dobson: 4/5th Grade

Newtown State Primary School
Aberdeen Street
Newtown, Geelong
Victoria, 3220

Lyn Percy: 3/4th Grade

Ocean Grove Primary School
Draper Street
Ocean grove
Victoria, 3226

Bernardine Good: 4th Grade

South Geelong Primary School
200 Yarra Street
South Geelong
Victoria, 3220

Rory Wilson: Helen Henry

Clonard College
Church Street
West Geelong
Geelong
Victoria 3218

U.S.A.

Alan Hingston: 5/6th Grade

Seth Lewelling Elementary
5325 S.E. Logus Road
Milwaukie
Oregon, 97222

Sherry Bjaastad: 4th Grade

Seth Lewelling Elementary
5325 S.E. Logus Road
Milwaukie
Oregon, 97222

Mary Kohl: 4th Grade

Seth Lewelling Elementary
5325 S.E. Logus Road
Milwaukie
Oregon, 97222

Aaron Kaufman:

Roosevelt Junior High
680 E. 24th
Eugene
Oregon 97405

Established and Looking Promising

Australia

Stephen Riddle: 6th Grade

Bell Post Hill State School
Vines Road
North Geelong
Victoria 3215

U.S.A.

Gary Peterson: 6th Grade

Sunnyside Elementary
13401 S.E. Sunnyside Road
Clackamas
Oregon 97015

Attempted But No Replies as Yet:

Australia

Daryl Riddle: 6th grade

Geelong Christian college
South Valley Road
Highton, Geelong
Victoria 3216

Noel Broadway: 3/4th Grade

Portarlington Primary School
Newcombe Street
Portarlington, Geelong
Victoria

Ann Koch: 5th Grade

St. John's Lutheran School
33 Aberdeen Street
Newton, Geelong
Victoria 3220

U.S.A.

Lindsay Clark: 5/6th Grtade

Sunnyside Elementary
13401 A.E. Synnyside Road
Clackamas
Oregon 97015

Ronald Pauly: 4th Grade

Sunnyside Elementary
13401 S.E. Sunnyside Road
Clackamas
Oregon 97015

Garry Fodor: 6th Grade

Seth Lewelling Elementary
5325 S.E. Logus Road
Milwaukie
Oregon 97222

Australia

Peter Stokie:

Corio Technical School
Goldsworthy Road
Corio, Geelong
Victoria 3214

New Zealand

Malcolm Russell:

Waiopehu College
Waiopehu
New Zealand

The experience of establishing contacts between schools in Victoria, Oregon and New Zealand during the past eighteen months has taught us an immense amount about both the mechanics and advantages of the process. Despite, or perhaps because of our mistakes, our action has taught us a great deal that will enable us to streamline and improve the procedure in the future. It may be useful to catalogue what we have learnt from our experience:

From the beginning of 1980, but especially over the past six or seven months, the experience of establishing direct contacts between schools in Geelong, Victoria; Portland and Eugene, Oregon; and Wellington, New Zealand has enabled us to understand more clearly:

1) The power of such communication in promoting international understanding:

The most important point that can be made about this exchange project is that it has demonstrated the potential such schemes have for

promoting international understanding. Access to the lives of real Americans has proved to be both an exciting and illuminating experience for Australian teachers and students alike. It is that sort of alternative portrayal of the way of life of people living in the United States may be quite crucial in a country where the prevailing impressions of the United States are conveyed in sensationalist press stories or television programs in the style of "Dallas" or "Starsky and Hutch." While we can't stop ourselves from smiling at Australian children who are genuinely surprised that Americans of the same age also have problems with handwriting and spelling, have never heard of netball and cricket, and are not accustomed to black bears wandering at will in the streets of their suburbs, we are genuinely grateful for these and other insights that our children are usually denied access to. Where, except in the parcels mailed from Seth Lewelling, Bilquist or Sunnyside Elementary, is such meaningful knowledge to be found? Certainly not in the standard references or textbooks.

Our hope is that the advantages are not all one way and that because of our efforts, a few more American children might understand, along with that famous ex-Sydneysider Sherry Bjaastad, that Austria and Australia are not the same place, that the only live kangaroos to be found at large in Australian cities are escapees from zoos, and that Alcoa, Kelloggs, Ford and General Electric peddle their goods and services as aggressively in Australia as they do in the United States.

When we can provide insights like these for students living on opposite sides of the Pacific, we are entitled to believe that we have something that others with educational aims similar to ours might want to consider.

2) The key role played by teacher enthusiasts in sustaining the exchanges and making them profitable:

It's patently clear that teachers willing to devote the very considerable time, energy, care and commitment needed to get the exchanges off the ground and keep them going, that very little would have been achieved. In Geelong we deliberately sought to involve enthusiasts in the project for the obvious reason that only talented, resourceful and energetic individuals were likely to make a success of a scheme like this. We were fortunate that almost all the teachers we wanted to involve were all able to include the exchange program within their already busy schedules. It was equally fortunate that Larry Fish, Don Emberlin, Al Glauser and others at the Oregon end were able to recruit an equally enthusiastic group of teachers. Our teachers were encouraged and enthused by the response of their colleagues in Oregon right from the start, but it is not an exaggeration to say that they were overwhelmed by Alan Hingston and Sherry Bjaastad's gestures in organising groups of children to continue the exchanges during their summer vacation.

The success of the first exchange between Elizabeth Dobson and Alan Hingston had an enormously influential effect in Geelong. Elizabeth's ability to indicate in very practical terms the way her

correspondence with Alan was working out made it considerably easier than it would otherwise have been to explain to new "recruits" the advantages of corresponding with a teacher and his or her students overseas. It was also possible, having learnt the ropes, for Elizabeth to point out what could be done to launch initial exchanges, and that exchange of experience was also of use to teachers new to the network.

3) The role of facilitators in supporting teachers:

While we may have merely reconfirmed a prejudice of ours by recognizing that exchanges won't work without enthusiastic teachers to make them work, we have also learnt that even enthusiasts may need the support and assistance of non-teacher facilitators in bringing off the exchange ideal. We have already alluded to the "revivalist activities" of Larry Fish after his return from Christchurch and Geelong in December 1980 and to the momentum given by Don Emberlin, Al Glauser, Gary Salyears, Robert Orr and others as soon as they heard what was brewing. Others who gave the scheme their support and attention on this side of the ocean included Betty Fish during her visit to Geelong in March 1981, Mike Van Heeswyk both before and since his arrival in Oregon, Deakin University's Stephen Kemmis whose baby the G.P.C.S.N. was right from the start, Malcolm Skilbeck while C.D.C's Director, Jack Loney, Principal of Newtown Primary School, and Sister Helen Toohey, Principal of Clonard College.

The more thought you give to it, the more you realize just what a large number of people working behind the scenes in various capacities has been necessary to mount the actual exchanger.

4) The need for financial support:

An important item of knowledge we now have that we understood less clearly than before, is that teachers can't be expectd to provide the funds that have to be spent in order to make exchanges go ahead. Air mail is an expensive item between Australia and the United States, but if there aren't to be long delays between sending and receiving parcels and letters, air mail is the only way to go. After relying on a clumsy method of depending on teacher to mail their own parcels and then waiting for that cash to be refunded to them, sometimes weeks later, we arrived at a much more satisfactory scheme. This involved sending parcels via the secretarial office of the School of Education, Deakin University. Managing the mailing business in this way was possible because of a specific grant of about $200 provided by C.D.C. for the P.C.S.N.S. mailing costs. We also had another $200 - $300 which was available to cover other costs such as buying books to send overseas, processing photographs, purchasing videotapes, etc. In terms of the results it made possible, $500 seems a very, very small amount of expenditure. Without that tiny amount of finance, however, it is doubtful that we could have maintained anything like the level of exchanges that actually occurred.

5) The danger of over-bureaucratization:

One serious mistake we made early in 1980 was to interpose other agencies between the teachers exchanging information. This occurred in April 1981 when the Bethel-Eugene-Springfield Teachers' Centre for some reason took on the intermediary role in Oregon and assumed that exchange materials should be sent to and distributed by the G.P.C.N.'s convenor here. It was a frustrating time at both ends because no one could understand why such long delays between correspondents was occurring. Fortunately this procedure was abandoned after one try and direct teacher-to-teacher exchanges became the regular procedure. The mistake of getting in the way of teachers has taught us that the people directly involved are more likely to be conscious of the consequences of long delays, more aware of appropriate postal procedures, and more flexible than outside representatives. But it also highlighted the depersonalization of an activity that relies for its existence on the creation of personal relationships between people.

6) The contents of good exchange packages:

Although it is still early days, there are a number of comments that can be made about the contents of "good" exchange packets. For a start it seems like a useful idea for teachers to provide a covering note which provides some local information and context for the items they send. Again, children in Geelong have been delighted to have the photographs, biographies and letters prepared by children in Oregon, and have shown a particular interest in small artifacts, such as ash from Mount Saint Helens. Teachers have found incidental information on Oregon to be extremely valuable and the practice of having children in Oregon respond to the questions asked by their peers in Geelong seems to have a lot going for it. We have also learnt that audio-tapes need to be carefully prepared to ensure that they are audible, that overseas newspapers contain a wealth of information, and that preparing and sending videotapes may not be an impossibility.

7) The difficulty secondary teachers, as compared with primary teachers, have in getting involved in curriculum innovations, such as exchange programs:

At the Geelong end at least, it has been easier in some significant ways for primary teachers to be involved in exchange schemes. The fact that secondary schools have more rigid time tables and more stringent curriculum requirements largely account for these difficulties.

8) What to do about school calendars that don't match:

The willingness of two teachers to organize voluntary classes during the (northern) summer vacation in order to keep up their exchange illustates one way of overcoming the problems caused by mismatched holidays. That is not to say that everyone should be expected to devote part of their vacation to keeping the exchanges alive, but

simply that there are ways of getting around a fairly difficult obstacle. It would be surprising if there are not other ways of overcoming the same difficulty.

From some perspectives the development of exchanges between Australia, the U.S.A. and New Zealand may appear very small scale indeed. In fact, given the recent nature of the scheme, it may be that the "developments" we speak about are extremely delicate and vulnerable at this stage. For those of us involved in the project, our achievements to date and prospects for the future look much brighter. We realize that we have only made a beginning, but we know that our experience has taught us a great deal about the realities of producing mutual understanding between people in different countries. It is true that we can over-glamourize our achievements, but we can also underestimate them. And underestimation may be the greater injustice.

APPENDIX XIII

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SCHOOL NETWORKING PROJECT
PRELIMINARY PROPOSAL FOR 1982/83

Mike Van Heeswyk
Faculty Head, The Geelong College, Australia

Rationale

The success of school networking between the United States and Australia has created the need for detailed planning during 1982/83. (For specific details concerning school networking during 1981, refer to Appendix XI entitled, Some Reflections on the "Networking Game.")

Recommendations:

1. The establishment of school networks in other countries. Specifically, Japan, New Zealand, Canada and United States (Hawaii).

2. The production of a "How To" booklet to help in establishing and facilitating school networking.

3. The production of a specific format for exchanging materials between school networks. I would recommend that a committee be established at the school level from the United States and Australia to prepare this format.

4. The production of both "audio and visual" tapes of schools to facilitate the establishment of school networks in different countries. (Visual material will be particularly helpful when networking with Japan.)

Components

1. Convenors - The establishment of networks in other Pacific Circle Consortium countries will require material exchanges to operate through the convenors of the school network.

2. Using the experiences from school networking during 1981, a specific handbook should be published to help in establishing, maintaining, and monitoring school networks.

3. Using a representative from the three established school networks in the United States and Australia (North Clackamas School District, Eugene school District and the Geelong School District), a committee should be formed to prepare a specific proforma for exchanging materials. (i.e., what is useful material for exchanges, etc.)

4. Audio tapes are low cost, easy to transfer materials about networks and schools. (Duplicates for Japanese schools could be made, i.e., both Japanese and English to be used by schools in both countries.) Visual material, although more costly, will help overcome both language and distant barriers. A short video tape about

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the networking schools, their pupils and teachers, within their own context would be very beneficial.

Timetable

1. By the Sixth Annual ~~Conference~~ Meeting the "How To" booklet and audio/visual tapes should be available

2. A list of current convenors, addresses and school networks should be published immediately. Changes and additions should be published through the Pacific Circle Newsletter.

Evaluation

Self evaluation within each school network should be a continuing process during 1982/83. Convenors could, by April 1982, send progress evaluation to the

(i) Pacific Circle Consortium
(ii) Each school network

The case studies approach should continue with the publication of a first report by the Sixth Annual Conference.

APPENDIX XIV

REPORT OF TOP WORKSHOP

Honolulu, Hawaii - May 1981

Background

The Pacific Circle Consortium of curriculum R&D agencies, having seen its early Phase I international activities completed or well started, is organizing several projects that strive for an even higher degree of international participation.[1] The Ocean Project (TOP) is a major activity in this second, or Phase II, set. A description of the program, including its goals and procedures, is contained in "The Ocean Project: Project Description" (TOPCORD DI-81 [Rev] January 30, 1981).

The activity of TOP is intended to bridge the very substantial gap between the high educational aspirations for the project on the one side and the slender resources available for their fulfillment on the other. The project plan assumes that the major part of the activity will take place in the home locations of the various working groups. Here a balanced set of teachers, curriculum specialists, content scholars and others will be assembled, using local resources and customary methods of work. The cooperative feature of the project will be accomplished through such means as periodic workshops for representatives of the several activity centers; newsletters and correspondence; shared drafts and documents; mutual visitation; mutual criticism of draft works; and by telecommunications.

Project planners are attempting to sponsor workshops each year. A two-week period is considered necessary (1) to share the work completed; (2) to discuss issues and problems; and (3) to reach intensity of effort necessary to conduct common international curriculum work.

This report is of the first TOP Workshop held in Honolulu on May 18-29, 1981. The East West Center/Culture Learning Institute and the Curriculum Research and Development Group, College of Education, University of Hawai'i, were the host institutions. There were 27 regular participants, representing all of the seven Pacific Circle Consortium members and associated schools. Additional participants included one observer from Stanford University and occasional participation by a number of educators and scholars from the East West Center and the University of Hawai'i.

Objectives and Agenda of the Workshop

The activities of this first TOP Workshop were meant to be exploratory. The project was in its earliest stage of conceptualization and the

[1] A full description of the Pacific Circle Consortium is contained in the "Report to OECD/CERI Policy Group from Pacific Circle Consortium on Phase I Activities, 1977-1980," March 1981 (available from any member of the Consortium).

potential participating organizations necessarily needed a fuller understanding of the project's direction and potential in order to make firm commitments to it.

The first objective was to understand the status of ocean-related education in the curricula of the schools of the Pacific Circle nations, as well as the level of student knowledge of ocean concepts. Second, planners thought it necessary for participants in the Workshop, and potential leaders in the project's work, to come and develop a common understanding of the scope of the knowledge base underpinning ocean-related studies--the physical, biological, cultural, personal, economic, technological, legal and managerial disciplines which supply the relevant knowledge. The third area included exploration of the educational base--the professional ideas, experiences and issues that relate to the prospects for effective, international curriculum development and dissemination of products of the proposed project. The fourth objective was to acquaint Workshop members with the aquaculture and other marine resources on the Island of Oahu, through field trips. The published agenda was developed to support the four objectives.

Summary of Workshop Activity

Student knowledge of ocean-related concepts. All participating organizations administered a common survey instrument, Survey of Student Knowledge, to a "typical" group of secondary students in their local areas. Students participating in this self-assessment of ocean knowledge and information included: 542 from Japan; 57 from Australia; 218 from New Zealand; 43 from Idaho; 40 from Oregon; and 108 from Hawaii, for a total of 1,008. Figure I contains the composite results of all student responses. Since the groups were not equated for age, ability or other factors, no effort should be made to make comparisons between groups. However, the composite data reveal an interesting and useful view into the present state of knowledge of secondary students. The responses to the questions on the sources of data, "Learned in School" and "Learned Elsewhere" were not totalled because of uneven response to this portion of the instrument.

Several concepts were well recognized by the students: ocean pollution, ocean affects weather, plankton, continental shelf, 200-mile economic zone, value of oceans, bordering countries, containerized shipping and aquaculture. Some, however, were reported to be poorly understood: OTEC, upwelling, manganese nodules, archipelago, admiralty law, sailing methods, ocean ownership, law of the sea, sea legends, tuna fishing, ocean navigation and common heritage. A general observation suggests that the scientific topics are better known than are political and humanistic topics.

Status of ocean-related studies in the curriculum. Participants were invited to present an overview of the status of ocean-related studies in the curricula of their home school systems. Unfortunately, insufficient time on the agenda was allotted to this task, so only partial information was given. The written reports of NIER, New Zealand Department of Education and CDC Australia contain summary statements on

FIGURE 1

OCEANS KNOWLEDGE INVENTORY

COMPOSITE DATA

	No knowledge	Knowledge; No Understanding	Understanding	Can Explain
1. Territorial Sea	341	237	271	203
2. 200 Mile Economic Zone	239	211	359	226
3. Aquaculture	168	170	317	345
4. Pelagic	461	82	239	268
5. Photic Zone	394	128	346	156
6. Continental Shelf	126	148	270	469
7. OTEC	430	391	163	64
8. Upwelling	280	177	37	15
9. Manganese Nodules	760	165	73	44
10. Plankton	92	93	379	463
11. Straits of Malacca	433	297	194	112
12. Containerized Shipping	248	273	324	226
13. Archipelago	244	83	53	71
14. Sonar	229	343	278	195
15. Admiralty Law	701	250	71	21
16. Bordering Countries	128	174	495	261
17. Ocean Affects Weather	186	151	425	284
18. Sailing Methods	400	283	208	96
19. Ocean Ownership	626	162	171	66
20. Value of Oceans	307	139	345	240
21. Law of the Sea	752	285	58	21
22. Seafood Preferences	400	211	305	125
23. Industrial & Developing Nations	408	453	279	108
24. Sea Legends	414	294	243	86
25. Tuna Fishing	459	303	222	63
26. Seafood Diets	271	278	367	128
27. Defense Purposes	493	234	213	102
28. Ocean Pollution	139	153	403	324
29. Ocean Navigation	545	249	134	31
30. Common Heritage	663	214	95	38

conditions in their countries. From these presentations and other formal and informal discussions during the Workshop, it is possible to make general comments.

1. As a whole, ocean-related studies occupy a relatively small place in the entire curriculum of the elementary/primary and secondary schools. Numerous evidences attest to the vitality of these studies at the tertiary education and institute (as in the case of the E-WC) level.

2. The Pacific Circle Phase I activities and other ocean-related activities of the Pacific Circle members constitute a rich collection of educational projects and materials just now entering the school programs.

3. Increasing interest in ocean-related studies is reported from all participants. In several cases, very substantial interest is evident in government projects, policies and studies.

4. The close relations of historic and present aboriginal peoples to the sea were reported by Fay Nelson and Alan Fidock (Aboriginal culture in Australia) and Will Kyselka (Hawaiian ocean navigation and sailing).

The knowledge base. Most of the first week's program was devoted to the presentation of papers on various aspects of ocean study, constituting a base of knowledge for the oceans curriculum. Presenters were scholars and technologists from the East West Center, the University of Hawai'i and Hawai'i State Government. The papers, coupled with the personalities of the presenters, produced an intellectual feast for the Workshop members. A widely-ranging series of subjects and perspectives were included--the artistic, the scientific, the technological, the historical, the legal and the political.

The disposition of the knowledge base papers was the subject of discussion, with various ideas presented for their publication and dissemination. This issue was left in the hands of the Workshop organizers. (Note: It is recommended that the papers be published as a series of single Occasional Papers, which will include the original paper as presented, plus commentaries and statements of implication. Additional papers on ocean subjects can be added at any time.) The East-West Center and the Curriculum Research and Development Group will undertake this task as part of the coordination function of TOP. The assistance of all TOP participants is requested in locating additional publishable material and in writing commentaries and statements of implication on the papers.

An unanticipated presentation on Australian Aboriginal Life and Culture was given by Alan Fidock and Fay Nelson, both of the Curriculum Development Centre, Australia. This multi-media lecture stimulated all to more adequately consider the cultural/historical roots in the sea of most Pacific peoples, with parallels in Alaska, Canada, the Pacific Northwest USA, New Zealand, Japan and Hawai'i.

The education base. The Workshop Agenda devoted most of the second week to the consideration of a number of educational ideas and problems that will face the TOP participants. It was anticipated that with this knowledge each potential participating institution could more rationally consider its possible commitment in TOP. With one exception, the Workshop did not take this course. The lecture/demonstration on "Telecommunication Linkages" by John Southworth and Barbara Klemm exposed participants to a number of satellite and computer-link communication possibilities. They demonstrated how presently available, low-cost technologies can greatly aid long-distance conferencing and communication. (Southworth, of the CRDG staff, is continuing his research into usable applications of these technologies for TOP, as well as other Pacific Circle activities.)

The balance of the education base presentations were pushed aside by the Workshop members, who wanted to get directly at the task of identifying possible topics for cooperative, international development work. Organizing themselves into various working groups and subgroups, the Workshop participants completed drafts of two areas of development. A unit on "Bays and Harbor Communities in the Pacific" was designed for the upper elementary/primary level of education, and a unit on "Ocean Fishing in the Pacific" was designed for the upper secondary school level.

TOP PROJECT FUTURE ACTIVITY
(i.e. Post-Honolulu Workshop Activity)

TASKS

1.1	Compare and distribute Workshop Report (draft) (includes reports of the three work groups)	7/1/81
1.2	Gain reactions by letter and PEACESAT	8/1/81
1.3	Prepare and Distribute Workshop Report to all participants and to P.C.C. members	
2.1	Participants discuss TOP Participants in general and in the several proposed activities with constituents	6/1/81 - 9/1/81
2.2	Inform TOP Coordinator of plans	9/1/81
3.1	TOP Coordinator establishes Activity plans, appoints Activity Coordinators	9/15/81
4.1	CLI/EWC and CRDG study knowledge-base papers and make recommendations to interested parties	6/1/81 - 7/1/81
4.2	Solicit additional papers, edit and prepare for publication	7/1/81 - 10/1/81
4.3	Study possible publication arrangements (CERI, others?)	6/1/81 - 7/1/81
4.4	Make publication arrangements	12/1/81
5.1	TOP Coordinator and other participants explore and develop Telecommunications and other communication links	6/1/81
6.1	Consider additional Non-P.C.C. member participants in TOP (nominations should come from all members)	6/1/81
6.2	Approval for participation made by	?
7.1	Prepare for 2nd TOP Workshop, May 1982 Place: Honolulu?	9/1/81
8.1	Gather and communicate additional TOP activities (all)	6/1/81
9.1	Solicit and gather recommendations for revision of TOP Project Description	6/1/81 - 10/1/81
9.2	Present recommended Project Description at P.C.C. Annual Meeting in Portland	9/81

APPENDIX XV

OCEAN FISHING IN THE PACIFIC

(A Proposed Unit of Study for High Schools
in Pacific Ocean Area Countries)

ABSTRACT

The Ocean Project (TOP) is an international effort to strengthen teaching about the ocean--its physical, biological, technological, political and aesthetic dimensions--in the elementary/primary and secondary schools of the countries and states in and around the Pacific Ocean. The initiative in forming the project is being taken by the Pacific Circle Consortium (PCC), an organization of educational research and development groups from Australia, Canada, Japan, New Zealand and the United States.* TOP will seek broader participation from all countries and states throughout the Pacific Ocean area.

At its first Workshop in Honolulu during May 1981, the project participants discussed the potential topics for school study and selected two from a wide range of possible studies for the initial work. The Elementary/Primary Study Group selected the topic, Bays and Harbors in the Pacific, as appropriate to the age level 8-11. The Secondary Study group selected the topic, Ocean Fishing in the Pacific, as appropriate for the 14-17 age group in the participating countries.

Development work will occur in both participating curriculum centers and in cooperative modes, including workshops, correspondence, telecommunications, visitors, mutual trial of materials, mutual review of materials and other suitable low-cost means.

By these means, TOP proposes to assure that contemporary and future citizens of the Pacific, who share a common ocean, will understand that magnificent resource--its character; its historical, present and future uses; and the international issues that must be solved for a peaceful, productive future.

This draft paper is being circulated to members of the TOP Secondary Curriculum Group, to all members of the Pacific Circle Consortium and to other interested parties. Comments and recommendations are invited. Please send them to:

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* The Pacific Circle Consortium is formed under the aegis of the Organisation for Economic Cooperation and Development (OECD) through its Centre for Educational Research and Innovation (CERI).

I. Introduction

At the TOP meeting in Honolulu, participants quickly agreed on two promising curricular entry points, one at the upper elementary/primary level (ages 8-11) and the second at the upper secondary level (ages 14-17)

Two subgroups were formed--one for each level--and charged with the task of recommending specific curricular projects acceptable to participants. What follows is the report of the Secondary Curriculum Group (Attachment 1 lists its members).

A key document, which provided the intellectual underpinning for the topic chosen by the SCG, is "Factors for Consideration in Organizing an Ocean Studies Curriculum Program" (included as Attachment 2).

The Secondary Curriculum Group soon identified "fishing" as a topic of mutual concern, one in which all participants could approach in a cooperative manner while pursuing their own unique needs and interests. Fishing was a natural choice as it has long played an important role in each region of the Pacific, a role that appears destined to continue into the future. In fact, several agencies in the Pacific Circle nations have already expended significant efforts and resources toward improving student's knowledge of fishing in various curricular projects, and all are interested in building upon these initial efforts.

It was agreed that the fishing unit products be designed to fit a wide range of courses, particularly in the social studies. Because of international differences in grade levels, etc., it was also agreed that the curricular materials would be designed for students in a broad age range. In addition, these materials will be crafted to accommodate a wide range of reading, logic and arithmetic skills.

Although there was not unanimous agreement on the point, it was the consensus of the group that the initial starting unit of TOP, the secondary fishing unit, should be designed for use in a 4-8 week period. It was recognized, however, that the period of instruction may be shorter or longer depending on local desires and circumstances.

II. Rationale of the Proposed Study Topic

In selecting a topic for the secondary school level, a primary concern of the planning group was to find ways in which cooperative efforts would result in maximum benefits to all participants. Desirable benefits include:

- Materials that accurately and adequately describe the biological, geophysical, physical and cultural nature of the various regions in the Pacific Ocean area
- Materials that depict with sensitivity and accuracy the cultures of the various peoples in the Pacific Ocean area

- Materials that reflect with fairness the authentic positions/attitudes of the governments, corporate agencies, trades and professions, and public attitudes generally within the nations represented in the Pacific Ocean area concerning conflicts and agreements over tangible interests (economic, territorial, etc.)

- Materials that reflect the authentic positions/attitudes of government, corporate agencies or other groups within the nations represented in the Pacific Ocean area concerning conflicts and agreements over intangible interests (philosophical, cultural, ethical, etc.)

- Mechanisms to facilitate use of one another's work

- Insights into ways to improve the quality and economy of the entire curriculum development process as applied to international, cooperative work

- Materials that foster mutual respect, understanding and cooperation among our peoples

- Materials that permit comparative study of physical environments, technologies, regulatory practices and philosophical and ethical stances of regions represented in the Pacific Ocean area

"Ocean Fishing in the Pacific" was judged to be a topic which not only offers a reasonable chance of securing these benefits for all participants but also provides sufficient scope to allow for the inclusion of materials and methodologies representative of both the physical and social sciences, including their applied dimensions.

Fishing is also significant to the peoples of the Pacific because of its role as an economic activity (example, tuna fishing), its centrality to law of the sea negotiations (example, the limit of economic boundary) as well as man's ability to conserve and enhance a previous, yet fragile, natural resource through wise management techniques.

It is believed that the benefits listed above can be secured through several mechanisms that are worthy of testing. They are as follows:

1. Purpose - to design materials that are accurate, authentic, adequate, acceptable and fair about facts, issues and/or dilemmas

   Mechanism - submit materials for review and correction by groups who best represent the parties involved with the body of facts, issues and/or dilemmas under study

2. Purpose - to design materials that promote mutual respect, understanding and cooperation among the people of our nations

   Mechanism - intentionally include mutual respect, understanding and cooperation in the goal structure of each version of the materials. Submit materials for review by the international groups who best represent the involved parties

3. Purpose - to develop mechanisms which facilitate material adaptation

   Mechanism - attempt to identify during the development stages concept skills, teaching approaches, cases, examples and facts that are mutually acceptable to both a developer and potential adapting groups

4. Purpose - to develop materials that allow comparative study

   Mechanism - take materials that have been developed to fit a common outline and "mine" these for insights useful in a comparative study. Cooperatively write comparative study materials.

5. Purpose - to gain insights into more effective ways of designing and developing curriculum

   Mechanism - keep logs on methods, successes, failures during the design and development of common materials. Mine the logs for patterns of success and failure. Generalize and test generalizations

Special attention is to be given to designing materials that will ultimately lend themselves to a common comparative study. This is an elaboration of Mechanism 4 and will be a natural follow on from work previously begun. Four stages are envisaged in the process.

In Stage 1, materials will be written locally at each cooperating center to a general outline to be developed. Materials will reflect regional needs, perspectives, histories, physical environments, common organisms, industrial technologies, conservation practices, economic factors, governmental regulations, guiding philosophies, and literature and other aesthetic endeavors. They will reflect common teaching practices and educational purposes.

In Stage 2, materials developed in each center will be exchanged for critical review, evaluation, and when possible, network trialing throughout the entire Pacific Ocean area.

In Stage 3, a group of curriculum specialists and others will review the work of Stages 1 and 2 and recommend ways to create an embracing comparative study.

In Stage 4, the comparative work would be developed and tested using an international curriculum design group.

Although the above illustrates the cooperative nature of the "Ocean Fishing in the Pacific" project, there is also inherent in this topic a considerable flexibility which not only allows each participating institution to shape its product to its unique needs, but also enables these products to easily, and legitimately, "fit" a wide variety of existing courses and grade levels.

III. Suggested Course Content

The largest set of relevant content to this topic is contained in Attachment 3. The "Ocean Fishing in the Pacific" unit allows users to work with a common body of knowledge, referred to as the "knowledge base." The "knowledge base" supports (1) biological resource studies, (2) physical environment studies, (3) cultural studies, (4) economic and political studies, (5) resource management studies, and (6) humanistic studies, among others.

In addition to a factual and conceptual knowledge of ocean studies, the curriculum materials will be crafted to enhance the student's acquisition of a wide range of skills associated with the disciplinary and applied fields, as well as such basic skills as reading, writing, researching, speaking, etc.

The scope of the content permits use of the methodologies and content of such disciplines as biology, chemistry, physics, earth sciences, etc., as well as their application through such technologies as aquaculture, marine architecture, ocean engineering and the like. This content also allows the interweaving of the knowledge of these disciplines and applied areas with studies of social structures, institutions and traditions such as government regulations, international agreements, economic and political concerns, etc. Finally, man's humanistic dimension will be represented through studies of the influence of religion, philosophy, aesthetics and history. (See Attachment 2 for a schematic outline of this approach.)

IV. Skill Acquisition

The Secondary Curriculum Group, developed the following list of skills, believed to be appropriate in this Unit:

Scientific Realm	Humanistic Realm
Identifying problems	Enhancing perception
Observing	Forming values
Collecting data	Assessing values
Reviewing literature	Enhancing intellectual honesty
Forming hypotheses	Developing aesthetic appreciation
Testing hypotheses	Developing positive interpersonal skills
Analyzing data	Developing a historical perspective
Making predictions	
Generalizing	

Scientific Realm (continued)
Making models
Theorizing
Validating results
Evaluating information
Writing reports
Using equipment
Using scientific language

Technical Realm
Identifying problems
Inventing
Designing solutions
Integrating concepts
Developing products
Testing products
Using manual skills
Using equipment
Communicating verbally/in writing/in other medium
Making decisions
Defending decisions
Resolving conflicts
Projecting outcomes
Making surveys
Using library skills
Using appropriate language

Universal Skills
Reading
Writing
Speaking
Listening
Organizing
Reinforcing mathematical skills
Graphing
Enhancing curiosity

V. Possible Teaching Approaches

It is anticipated that the curricular materials emerging from this project will encourage classroom teachers to use a wide variety of approaches in dealing with their students. A comprehensive catalogue of teaching approaches is planned, but not yet developed. Attachment 4 contains an initial set of categories that will serve as the basis for an eventual catalogue.

VI. Recommendations for a Common Starting Activity

While the body of this report provides for a very wide-ranging study of the topic, "Ocean Fishing in the Pacific," the needs for testing cooperative curriculum development suggests a more focused approach for the initial activity.

Topic. It is recommended that resource use and resource management be the first area of attention. More specifically, this intial unit should focus on studies of situations where there are now international concerns and/or points of tension.

It is suggested that each development group develop lessons on the following three situations:

> Situation No. 1: A nonmigratory fish species that is sought by fishing fleets of other natons in own economic boundary zone (200 limit). Include:

a. The historical background of use and protection of these species, where appropriate

b. Present method used to harvest, conserve and regulate the catch (techniques, laws, treaties, economics, marketing, mechanical limitations, enforcement, etc.)

c. The future harvesting of such species (plans, techniques, technologies, laws, treaties, etc.)

Situation No. 2: A nonmigratory fish species that is sought by fishing fleets of one's own nation in another nation's economic zone waters. Discussion would follow the same outline as #1 above.

Situation No. 3: A migratory fish species that is sought by fishing fleets of own and other nations outside of economic zone waters (200 miles). The species selected should interest the fishing industry of all countries and regions wherein curriculum will be designed. Most promising candidate seems to be tuna. Discussion would follow the same outline as #1 above.

Teaching Approach. To gain maximum mutual benefit out of the development process, it is recommended that each cooperating center use a case study approach as a major component of the study. These case studies should be as authentic as possible in capturing national, international, and/or regional policy, posture, attitude and impact. Other devises, simulations, field site studies, surveys, etc., would of course be encouraged. Whatever the teaching approach used, the materials should strive for accuracy, fairness and adequacy.

VII. Time Line

(To be developed during the period September through November in consultation with all members of the Secondary Curriculum Group and other interested participants.)

SECONDARY CURRICULUM GROUP PARTICIPANTS

Dr. Edward Beauchamp	Curriculum Research and Development Group Honolulu, Hawai'i
Mr. John Hawkins	Hawai'i Department of Education Honolulu, Hawai'i
Dr. Kentaro Kihara	National Institute for Educational Research Tokyo, Japan
Ms. Andrea Marrett	Pacific Sciences Center Seattle, Washington
Dr. Francis Pottenger (Chairman)	Curriculum Research and Development Group Honolulu, Hawai'i
Mr. Barry Stringer	New Zealand Department of Education Wellington, New Zealand
Ms. Marguerite Wells	Curriculum Development Centre Canberra, Australia
Ms. Terry Whitbeck (Reporter)	Alaska Department of Educaton Juneau, Alaska

ATTACHMENT 2

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FACTORS FOR CONSIDERATION IN ORGANIZING AN OCEAN STUDIES CURRICULUM RPOGRAM

A Potential Ocean Studies Program Is Seen Through A Time Dimension

Past ⟷ Present ⟷ Future

It Will Deal With Ocean Resources Such As

RESOURCES	EXAMPLES
Biological	Fisheries/Seaweed Culture
Mineral	Fresh Water/Manganese Nodules
Energy	Ocean Thermal/Energy/Wave
Transportation	Vessel Traffic
Geophysical	Thermostatic Effect/Water Cycle
Site for Waste Disposal	Garbage/Atomic Wastes
Recreation	Boating/Surfing

Which Are Governed By The Principle Revealed In Basic Sciences Such As

Biology
Chemistry
Earth Sciences
Physics

Which Are Used Through Technologies Such As

Aquaculture
Marine Architecture
Ocean Engineering
Harbor Management
Fishing

Which Are Managed Through Social Structures, Institutions, And Traditions Such As

Governmental Regulation
International Law
Economics
Security Interests
Politics

Which Are Influenced By Humanistic Factors Such As

HUMANISTIC FACTORS	EXAMPLES
Aesthetics	Sonic/Visual
Religion	Indigenous/Modern
Ethics	Personal/Global
Philosophy	Conservation/Ennancement/Exploitation
History	Historical Accounts, Written/Oral

Which Will Strive To Develop

Awareness
Skills
Concepts
Positive Attitudes
Responsible Behavioral Patterns

GENERAL CONTENT OUTLINE FOR CURRICULUM WORK IN THE AREA OF AQUATIC BIOLOGICAL RESOURCES

1.0.0 Biological resources studies may include investigatons of
- 1.1.0 Mollusks
- 1.2.0 Shellfish
- 1.3.0 Crustaceans
- 1.4.0 Fish
- 1.5.0 Mammals
- 1.6.0 Seaweeds

2.0.0 Physical environment studies may include investigations of
- 2.1.0 Habitats such as
  - 2.1.1 Lakes/rivers/estuaries
  - 2.1.2 Marshes/wetlands
  - 2.1.3 Reefs/lagoons
  - 2.1.4 Harbors/bays
  - 2.1.5 Near shore/continental shelf
  - 2.1.6 Open ocean/pelagic/bathos
- 2.2.0 Physical factors such as
  - 2.2.1 Waves
  - 2.2.2 Currents
  - 2.2.3 Tides
  - 2.2.4 Salinity
  - 2.2.5 Pressure
  - 2.2.6 Oxygen level
  - 2.2.7 Light availability
  - 2.2.8 Geologic surroundings

3.0.0 Culturing and/or harvesting biological aquatic resources may include
- 3.1.0 Methods of culturing aquatic resources
  - 3.1.1 Enclose environment (aquaculture) culturing of animals/plants
  - 3.1.2 Open environment culturing of animals/plants
- 3.2.0 Methods of harvesting aquatic animal resources may include
  - 3.2.1 Trapping
  - 3.2.2 Pole and line
  - 3.2.3 Netting
  - 3.2.4 Spearing
  - 3.2.5 Poisoning
  - 3.2.6 Digging
  - 3.2.7 Impounding
  - 3.2.8 Explosives
- 3.3.0 Methods of harvesting aquatic plant resources may include
  - 3.3.1 Picking
  - 3.3.2 Recovering drift
- 3.4.0 Support systems for culturing and harvesting biological aquatic resources may include
  - 3.4.1 Boat design, development, building and use
  - 3.4.2 Fishing gear design, development, manufacture and use
  - 3.4.3 Navigaton system design, development, manufacture and use

3.4.4 Food preservation storage systems design, development, manufacture and use
3.4.5 Food distribution systems development and servicing

4.0.0 Managing biological aquatic resources may include
4.1.0 Conservation assumptions/theories scientific and technological
4.2.0 Conservation techniques include control through mechanisms such as
4.2.1 Taboos/kapus/laws
4.2.2 Treaties
4.2.3 Survey techniques
4.2.4 Enforcement methods

5.0.0 Economics of culturing, harvesting and marketing biological aquatic resources may include topics of
5.1.0 Styles of enterprise such as
5.1.1 Free enterprise
5.1.2 Government-run enterprise
5.1.3 Cooperative enterprises
5.2.0 Styles of use/marketing such as
5.2.1 Subsistence
5.2.2 Barter
5.2.3 Money-based economics

6.0.0 Politics of culturing and harvesting biological aquatic resources may include topics of
6.1.0 Governmental structure
6.1.1 Role of labor
6.1.2 Role of conservation interests
6.1.3 Role of regional control structures
6.1.4 Role of international control structures

7.0.0 Humanistic study of use of aquatic biological resources may include
7.1.0 Literature pertaining to harvesting aquatic resources such as
7.1.1 Written and oral traditions
7.1.2 Mythology
7.1.3 Historic accounts
7.1.4 Biography
7.1.5 Fiction
7.1.6 Scientific accounts
7.2.0 Arts pertaining to harvesting aquatic resources such as
7.2.1 Graphic arts
7.2.2 Music
7.2.3 Dance
7.3.0 Religious views and influences on aquatic culturing and harvesting practices
7.4.0 Ethical/philosophical views and influences on aquatic culturing and harvesting practices

CATEGORIES OF TEACHING APPROACHES

1.0 Reading Textual materials

2.0 Responding to questions

- 2.1 Written
- 2.2 Verbal

3.0 Lecturing

4.0 Note-taking

5.0 Performing aspects of experiments

- 5.1 Demonstration
- 5.2 Student performed

6.0 Engaging in simulations

- 6.1 Role playing
- 6.2 Games

7.0 Using visual media and audio media

8.0 Using case study mode

9.0 Using learning packets

10.0 Debating

11.0 Using projects

BAY AND HARBOR COMMUNITIES IN THE PACIFIC

(A Proposed Unit of Study for Elementary/Primary Schools
in Pacific Ocean Area Countries)

ABSTRACT

The Ocean Project (TOP) is an international effort to strengthen teaching about the ocean--its physical, biological, technological, political and aesthetic dimensions--in the elementary/primary and secondary schools of the countries and states in and around the Pacific Ocean. The initiative in forming the project is being taken by the Pacific Circle Consortium (PCC), an organization of educational research and development groups from Australia, Canada, Japan, New Zealand and the United States.* TOP will seek broader participation from all countries and states throughout the Pacific Ocean area.

TOP proposes to assure that contemporary and future citizens of the Pacific, who share a common ocean, will understand that magnificent resource--its character; its historical, present and future uses; and the international issues that must be solved for a peaceful, productive future

This draft paper is being circulated to members of the TOP Elementary/ Primary Curriculum Group, to all members of the Pacific Circle Consortium, and to other interested parties. Comments and recommendations are invited. Please send them to:

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* The Pacific Circle Consortium is formed under the aegis of the Organisation for Economic Co-operation and Development (OECD) through its Centre for Educatonal Research and Innovation (CERI).

I. Introduction

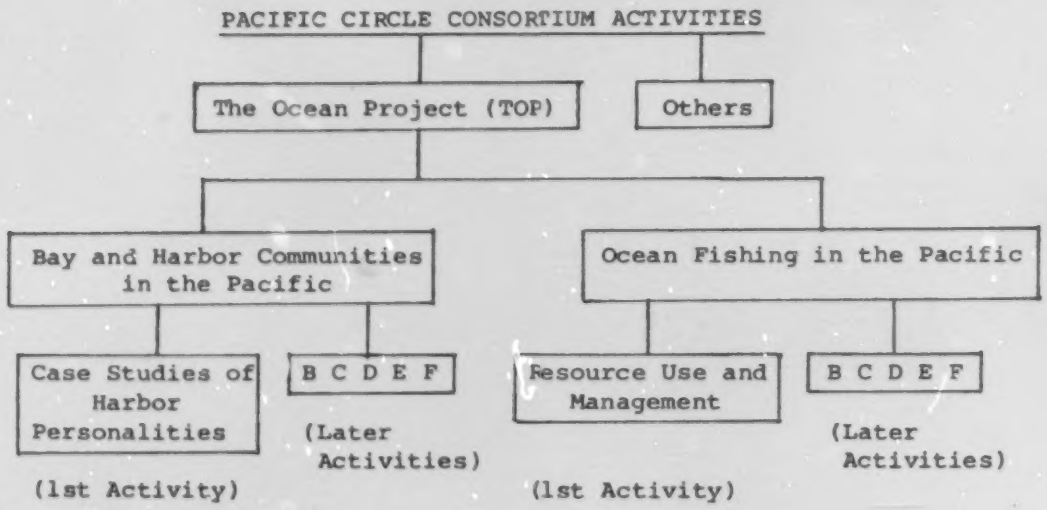
At its first workshop in Honolulu during May 1981, the project participants discussed the potential topics for school study and selected two from a wide range of possible studies for the initial work. The Elementary/Primary Study Group selected the topic, Bay and Harbors in the Pacific, as appropriate to the age level 8-11. The Secondary Study Group selected the topic, Ocean Fishing in the Pacific, as appropriate for the 14-17 age group in the participating countries.

Development work will occur in both participating curriculum centers and in cooperative modes, including workshops, correspondence, telecommunications, visitors, mutual trial of materials, mutual review of materials and other suitable low-cost means.

Figure 1 reflects the relationship between the Pacific Circle Consortium TOP and the elementary/primary curriculum activities and the secondary curriculum activities.

This report discusses not only the more general ideas and concepts of the larger "Bay and Harbor Communities of the Pacific" theme, but also concerns itself with the set of case studies constituting the initial activity of this curriculum.

FIGURE 1



II. Rationale of the Proposed Curriculum

The curriculum focus, Bay and Harbor Communities in the Pacific, was selected by the Elementary/Primary Curriculum Group because it met the Group's criteria which are listed below. It was stipulated that any curriculum developed should:

1. Be related to the peoples and countries of the Pacific Basin and to the Pacific Ocean itself

2. Have a high probability of use in the curricula of Pacific countries

3. Have promise of high interest for pupils

4. Have a strong knowledge base in scientific, technological and humanistic studies

5. Develop ideas of interaction between the areas of knowledge listed in #4

6. Highlight need for international cooperation and understanding among Pacific Basin countries

7. Provide opportunities for field study as well as classroom study in a bay or harbor community

8. Be designed to translate general principles of ocean studies into activities appropriate for a wide range of pupils between 8-11 years of age

9. Possess rich multi-media and extension or supplementary possibilities

"Bay and Harbor Communities in the Pacific," was judged to meet these criteria and, thus, was a unanimous choice for the curricular topic. It focuses on a major interface between cultures, technologies, and ecological and economic systems. Bays and harbors are significant points of contact between natural marine environments and the man-made environment. This focus, therefore, lends itself to the correlation of the natural sciences and social studies. The term "communities" was chosen deliberately to emphasize that both aquatic and human communities will be studied.

The objectives of this curriculum material are to assist students:

1. To explore and experience a particular kind of marine environment, namely bays and harbors

2. To develop a familiarity with near-shore ocean life

3. To foster conservatory attitudes and values about coastal regions and their bays and harbors

4. To explore and understand the human impact on bays and harbors, on coastal regions and ultimately the ocean

5. To explore the changing uses of bays and harbors over time, and the influence of these changes on both the natural environment and the social structure

6. To develop inquiry skills

7. To develop an awareness of marine-related careers and bays and harbors as places of work

8. To develop a knowledge of similarities and differences in coastal environments in general, and particularly in bays and harbors around the Pacific

9. To foster a sensitivity to, and understanding of, the international dimensions of bays and harbors as places where international trade (peoples and products), international politics (national jurisdictions, institutions, etc. and resulting conflict with international counterparts), and international law (territorial waters, etc.) interact

III. Course Content

The Elementary/Primary Curriculum Group prepared a "common content" outline which will be revised as work progresses.

A. Historical Background

1. Lore of the sea

2. Use of bays and harbors by indigenous peoples

3. Evolution of harbors

a. Historically

b. Technologically

c. Time slices (e.g., 1850, 1900, 1940, 1980, 2000)

d. Location and growth of cities on bays and harbors

e. Hinterlands

B. Aquatic Life

1. Seaweeds--uses, problems, ecological role

2. Bay communities--birds, fish, mammals

3. Food--aquaculture, clamming, fishing, seaweed, shellfish

C. Physical Environment

1. Formation of harbors

2. Geographical features

3. Waves

4. Tides and tidepools--effect on use

5. Currents

6. Sediments

7. Man-made structures

D. Harbor Usage--Past and Present

1. Onshore facilties--examples: buildings, loading cranes, warehouses, container yards

2. Types of vessels using harbors

3. Communication functions of harbors

4. Transporation functions--trains, trucks, water craft

5. Control and management of harbors

6. Recreation

7. Trade (imports/exports)--coastal trade, national and international trade, national comparisons (e.g., currency, custom duties, languages), and free trade zones

8. Conflict in use of bays and harbors--past and present

9. Pollution--causes, controls, standards

10. Careers--warehousing, processing, manufacturing, longshoring, fishing, security, safety, management, etc.

11. Cultural aspects

12. Others--natural hazards (storms, tsunami, etc.), navigation, urban growth around harbors

IV. Skill Acquisition

The following list of skills, developed by the Secondary Curriculum Group were also deemed appropriate for this unit:

Scientific Realm	Humanistic Realm
Identifying problems	Enhancing perception
Observing	Forming values
Collecting data	Assessing values
Reviewing literature	Enhancing intellectual honesty
Forming hypotheses	Developing aesthetic appreciation
Testing hypotheses	Developing positive interpersonal skills
Analyzing data	
Making predictions	Developing a historical perspective
Generalizing	
Making models	

Scientific Realm(continued)

Theorizing
Validating results
Evaluating information
Writing reports
Using equipment
Using scientific language

Technical Realm

Identifying problems
Inventing
Designing solutions
Integrating concepts
Developing products
Testing products
Using manual skills
Using equipment
Communicating verbally/in writing/in other medium
Making decisions
Resolving conflicts
Projecting outcomes
Making surveys
Using library skills
Using appropriate language

Universal Skills

Reading
Writing
Speaking
Listening
Organizing
Reinforcing mathematical skills
Graphing
Enhancing curiosity

V. Teaching Approaches

It is anticipated that the curricular materials emerging from this project will encourage classroom teachers to use a wide variety of instructional approaches. A comprehensive catalogue of teaching approaches is planned, but not yet developed. An initial set of categories that will serve as the basis for an eventual catalogue are:

1.0 Reading textual materials

2.0 Responding to questions

- 2.1 Written
- 2.2 Verbal

3.0 Lecturing

4.0 Note-taking

5.0 Performing aspects of experiences

- 5.1 Demonstration
- 5.2 Student performed

6.0 Engaging in simulations

- 6.1 Role playing
- 6.2 Games

7.0 Using visual media and audio media

8.0 Using case study mode

9 0 Using learning packets

10.0 Debating

11.0 Using projects

VI. Common Starting Activity

The Elementary/Primary Group anticipates that the development of the Bays and Harbors study will take about three to five years to reach its potential. It was decided, in light of this, to start the curriculum development activity with a short simple study. This study should meet all or most of the criteria for the larger unit, but at the same time be able to be accomplished with minimum additional professional time and other expenses. The case study of "harbor personalities" was chosen for this study.

This approach assumes that complex tasks and relationships can be personified by the people that are involved in them. The Group believes that students of this age appreciate and learn from this personified approach.

It is envisioned that each case study will contain profiles of several people with special knowledge of the "local" situations, collected through a series of indepth interviews. A set of common questions, asked of all interviewees will allow for a comparative/cross-national and regional analysis. Additional questions, appropriate for individual situations and interviewees, can also be added and will serve to highlight the unique aspects of each situation and interviewee.

Each institution will attempt to identify people who have substantial expertise in some facet of bay and harbor activity. Possible examples of people with relevant expertise include:

1. Tugboat captain

2. Harbor manager

3. Fishers/wildlife official or scientific researcher (physical/biological)

4. Lifelong resident of the area, preferably an indigenous person

5. Fishers (biological, pollution problems)

6. Diver (physical, biological)

7. Shipping executive (trade)

8. Wharfers (trade)

9. Recreation officer (multiple use)

10. Recreation user

11. Ship captain

12. Historian

Each interviewee will speak to several of the content areas, but is likely to focus on a specific one. It is hoped, however, that an effort will be made to ensure some balance of sexes, ethnic members in the community, etc.

Each interviewee will be asked questions regarding the following:

1. Personal background, age, place of residence and work, family, etc.

2. What they do

3. How long have they done it

4. How did they learn their skill

5. How they feel about their interaction with the bay/harbor/sea

6. Why they like or dislike the area

7. What changes they have seen over time

8. How things have remained the same

9. How their lives and their family's lives are directly affected by the sea

10. What problems they think exist in the bay/harbor area, why they think they occurred and what could be done to solve them

11. How new technologies have changed their work

12. What attracted them to the bay/harbor/sea in the first place

13. All the different ways they use the bay/harbor/sea

The eventual publication format will depend upon funding levels within each participating institution.

It is recommended that a series of publications should eventually result from this activity. Some desirable products are as follows:

A. Pupils' Resource Booklets

Each profile should be set out in an individual booklet for use as a pupil resource booklet. It should contain the descriptive information on the person interviewed, in anecdotal form, interview form or as a descriptive story. Where possible, pictures and sketches will also be included. The pupils' resource booklet will be at a level suitable for use by 9-11 year-old pupils. It will not contain knowledge structures, teacher questions or comprehension exercises, or other teaching strategies or devices which should be included in the Teacher's Guide. Wherever possible, students' own sketches, maps and written work should be part of the Booklet.

B. Teacher's Guide to Suggested Strategies and Learning Activities

C. Filmstrip and Tape Formats

An additional desirable teaching aid can be a filmstrip of approximately 20 frames of respondents at work, home, play, etc.

Another addition, if possible, is the inclusion of a cassette tape of some selected portions of the interview, in addition to photographs of those interviewed.

D. Other

It is anticipated that other kinds of publications and teaching aids on the theme "Bay and Harbor Communities in the Pacific" will evolve in the future.

VII. Time Line

(To be developed during the period September through November in consultation with all members of the Elementary/Primary Curriculum Group and other interested participants.)

ELEMENTARY/PRIMARY CURRICULUM GROUP (E/PCG)

Mr. Richard Duncan	Beaverton School District Beaverton, Oregon, U.S.A.
Mr. Alan Fidock	Curriculum Development Centre Canberra, Australia
Dr. Yasushi Mizoue	Hiroshima University Hiroshima, Japan
Ms. Fay Nelson	Curriculum Development Centre Canberra, Australia
Mr. Gregory Rhodes	Curriculum Research and Development Group University of Hawai'i at Manoa Honolulu, Hawai'i
Dr. Theodore Rodgers	Curriculum Research and Development Group University of Hawai'i at Manoa Honolulu, Hawai'i
Mr. Raymond Thiess (Reporter)	Oregon Department of Education Salem, Oregon, U.S.A.
Mr. Ian Young (Chairman)	New Zealand Department of Education Wellington, New Zealand

APPENDIX XVII

PACIFIC CIRCLE CONSORTIUM

MEMBERSHIP/PARTICIPATION POLICY GUIDELINES

	Member	Associate Member	Participating Institution
Membership			
1. OECD Country	By application; approved by Council	By application; approved by Council	Sponsored by member agency
2. Non OECD Country	By application, recommended by Council with final approval by OECD	Sponsored application, approved by Council	Sponsored by member agency
Rights of Membership			
3. Member of PCC Council	Automatic	No	No
4. Eligible to Hold Office	Yes	No	No
5. Participate in Projects	Yes	Yes	Yes
6. Coordinate projects	Yes	Yes	No
Criteria for Membership			
7. Research & Development Capability	Yes	Yes	Interest and commitment to
8. Interest in Pacific Circle and Its Objectives	Yes	Yes	For specific projects
9. Upper Limit on Number of Institutions in Category	15-21	30	No limit--up to member organizing the participation
10. Geographic Spread	Appropriate representatives and balance among the nations of Pacific is necessary. A specific policy will be developed for approval at 1982 meeting	Representatives from nations of the Pacific Region	Wide pattern according to plans of member agencies

10/14/81-t

TREASURY REPORT

PACIFIC CIRCLE CONSORTIUM

Money received for registration and banquet		$949.29
Expenses:		
Coffee, tea, etc.	27.15	
Banquet	224.50	
Flowers	32.00	
Cookies, rolls	19.28	
Binders	116.40	
Xeroxing	22.26	
Fiscal fee	26.31	467.90
Balance on hand		$481.39

APPENDIX XIX

NOTES AND COMMENTS ON PHASES I AND II
OF THE PROJECTS OF
THE PACIFIC CIRCLE CONSORTIUM

Background and Roots of the Ocean Project (TOP)

A very wide range of early activities and projects, dating back at least to 1977, contributed to the emergence of The Ocean Project. The following listing is not exhaustive but is illustrative of the major projects which must be considered as precursors of TOP.

Australia/CDC--USA/NWREL, Harvesting Food Resources of the Ocean - A Pacific Perspective (6 resource booklets plus teacher handbook)

Australia/CDC--People of the Sea (20 minute film on life in two communities in the Solomon Islands and their relation to ocean resources)

Japan/NIER, The Pacific and Human Life (4 junior secondary and 5 senior secondary school teacher manuals on a variety of Pacific Ocean topics)

Japan/NIER, Trade in the Pacific Ocean (teacher guides and student materials for 5 junior secondary and 5 senior secondary units on this topic)

New Zealand/NZDE, Trade and Interdependence in the Pacific - Export or Die (social science unit of 3-4 weeks on the vital role played by international trade in New Zealand's well-being)

Australia/CDC--New Zealand/NZDE, Themes and Ideas for Teaching About the Pacific Basin (idea book for teachers on Pacific topics)

Japan/NIER--Australia/CDC, International Exchange for Educational Television Programs

USA/CRDG, High School Marine Social Science (physical-social science approach to teaching about Pacific Ocean topics)

In addition, there have been many institutional activities giving support and breadth to Pacific international curriculum and, indirectly, to the emergence of TOP. A complete listing of these kinds of activities is found on pages 22-25 of the Report to OECD/CERI Policy Group from Pacific Circle Consortium on Phase I Activities 1977-1980, Helen Connell and Marguerite Wells (Canberra: CDC, March 1981). As the above illustrates, The Ocean Project emerged as an international curriculum project based on a number of earlier studies undertaken by research and development groups in Australia, Japan, New Zealand and the United States.

Selection of Age Groups

Because of international differences in grade levels, etc., it was agreed at the May 1981 TOP Workshop in Honolulu that curricular materials would be designed for students in broad age groups, rather than specific grade levels.

The rationale for selecting the 8-11 and 14-17 age groupings was simply that earlier substantial efforts to draft relevant materials for children in the "in-between" age grouping (i.e., ages 12-13) were well underway, and it seemed wise to focus on other age groups.

Selection of Topics

A. Elementary/Primary Topic

The curriculum focus, Bay and Harbor Communities in the Pacific, was selected by the Elementary/Primary Curriculum Group because it met the Group's criteria which are listed below. It was stipulated that any curriculum developed should:

1. Be related to the peoples and countries of the Pacific Basin and to the Pacific Ocean itself

2. Have a high probability of use in the curricula of Pacific countries

3. Have promise of high interest for pupils

4. Have a strong knowledge base in scientific, technological and humanistic studies

5. Develop ideas of interaction between the areas of knowledge listed in #4

6. Highlight need for international cooperation and understanding among Pacific Basin countries

7. Provide opportunities for field study as well as classroom study in a bay or harbor community

8. Be designed to translate general principles of ocean studies into activities appropriate for a wide range of pupils between 8-11 years of age

9. Possess rich multi-media and extension or supplementary possibilities

"Bay and Harbor Communities in the Pacific," was judged to meet these criteria and, thus, was a unanimous choice for the curricular topic. It focuses on a major interface between cultures, technologies and ecological and economic systems. Bays and harbors are significant points of contact between natural marine environments and the man-made environment. This focus, therefore, lends itself to the correlation of the natural sciences and social studies. The term "communities" was chosen deliberately to emphasize that both aquatic and human communities will be studied.

The objectives of this curriculum material are to assist students:

1. To explore and experience a particular kind of marine environment, namely bays and harbors

2. To develop a familiarity with near-shore ocean life

3. To foster conservatory attitudes and values about coastal regions and their bays and harbors

4. To explore and understand the human impact on bays and harbors, on coastal regions, and ultimately on the ocean

5. To explore the changing uses of bays and harbors over time, and the influence of these changes on both the natural environment and the social structure

6. To develop inquiry skills

7. To develop an awareness of marine-related careers and bays and harbors as places of work

8. To develop a knowledge of similarities and differences in coastal environments in general, and particularly in bays and harbors around the Pacific

9. To foster a sensitivity to, and understanding of, the international dimensions of bays and harbors as places where international trade (people and products), international politics (national jurisdictions, institutions, etc., and resulting conflict with international counter-parts), and international law (territorial waters, etc.) interact

b. Secondary Topic

In selecting a topic for the secondary school level, a primary concern of the planning group was to find ways in which cooperative efforts would result in maximum benefits to all participants. Desirable benefits include:

- Materials that accurately and adequately describe the biological geophysical, physical and cultural nature of the various regions in the Pacific Ocean area

- Materials that depict with sensitivity and accuracy the cultures of the various peoples in the Pacific Ocean area

- Materials that reflect with fairness the authentic positions/attitudes of the governments, corporate agencies, trades and professions, and public attitudes generally within the nations represented in the Pacific Ocean area concerning conflicts and agreements over tangible interests (economic, territorial, etc.)

- Materials that reflect the authentic positions/attitudes of government, corporate agencies, or other groups within the nations represented in the Pacific Ocean area concerning conflicts and agreements over intangible interests (philosophical, cultural, ethical, etc.)

- o Mechanisms to facilitate use of one another's work

- o Insights into ways to improve the quality and economy of the entire curriculum development process as applied to international coopeative work

- o Materials that foster mutual respect, understanding and cooperation among our peoples

- o Materials that permit comparative study of physical environments, technologies, regulatory practices, and philosophical and ethical stances of regions represented in the Pacific Ocean area

"Ocean Fishing in the Pacific" was judged to be a topic which not only offers a reasonable chance of securing these benefits for all participants, but also provides sufficient scope to allow for the inclusion of materials and methodologies representative of both the physical and social sciences, including their applied dimensions.

Attachment 1 has taken the data recorded in the Report to OECD/CERI Policy Group from Pacific Circle Consortium on Phase I Activities 1977-1980 and organized it to identify the following:

1. The names of the PCC projects

2. The component work of the PCC projects

3. The phases through which projects and the component activity operated--Phase I 1977-80, Phase II 1981-84

4. The history of the project or component in each phase. Symbols used are (x) indicating years of origin and termination; (P) indicating year of publication; (-) indicating period of continued operation

5. The participating agencies in the various stages of activity of a project or component. Stages are:

   Design - The stage of conceptualization and organization

   Development - The stage of productivity

   Testing - The stage of field testing

   Dissemination - The stage of general distribution/sale of product

   Informal Evaluation - Intellectual review of material for authenticity, adequacy and potential adaptability

   Formal Evaluation - Systematic assessment of the performance in using a product under field conditions

The institutions that have been involved in product production are abbreviated as follows:

CDC - Curriculum Development Centre
Australia

CLI - Culture Learning Institute
East West Center, USA

CRDG - Curriculum Research and Development Group
University of Hawaii, USA

HIRO - Hiroshima University
Japan

NIER - National Institute for Educational Research
Japan

NWRL - Northwest Regional Educational Laboratory
USA

NZDE - New Zealand Department of Education
New Zealand

TAS - Tasmania Department of Education
Australia

ALL - All agencies involved in the Circle at the time of initiation

6. The audience or grade level that products listed are addressed to. The designations have been taken from the OECD/CERI Report. (Each member should submit a numerical grade level designation when other designation is used.) Special designations:

PRO - For professional consumption
PCC member - curriculum design personnel and others

7. The linkages that have been established between Phase I activities and Phase II activities are identified by number. See comments on Linkage below. The term "linkage" is used here to describe the historical roots of projects. Implicit in the term is the fact that agencies within the Circle are constantly learning from each other and from work previously done.

Comments

The terms multilatrial, bilateral and unilateral are used in the same way they were used in the OECD/CERI Report.

Multilaterial Projects - Are those projects that two or more agencies of the PCC contributed components according to the agreed upon themes of PCC

Bilateral Projects - Are those projects that two agencies of PCC have jointly worked upon

Unilateral Projects - Are those that fit under the broad canopy of the PCC's interests but were the product of a single agency

General Comments on Work to be Done

Below are outlined a set of questions raised about Phase I and Phase II activities of the Consortium.

- Why has PCC entered into its present Phase II work program?
- Why have the lower elementary and upper secondary been selected for emphasis?
- How have the lessons learned in Phase I been influential in projected Phase II work?
- How have the particular targets of TOP been identified?
- What's the anticipated future of Phase I projects?
- What do we know about the success of our work in Phase I?

The work presented in the comments paper deal in the fore section with the development of TOP. Not covered and needing comment are:

- The Southern Ocean and Antarctic Curriculum Project
- The Pacific Circle School Networking Project
- The ongoing efforts of work begun in Phase I

The information presented on Plate I needs fleshing out, corrections and attention to development of the linkage statements which go with the nomenclature of the last column.

No attempt has been made to deal with a collection of evaluation data. Information on the following should be considered:

- Numbers of teachers, students and schools using Phase I materials (by country)
- Funds used in the production of various projects or components
- Projected use of projects over the Phase II period
- For those projects in development, their completion projection
- Other information of the use and effectiveness of program as known

PROJECTS OF THE PACIFIC CIRCLE CONSORTIUM

	Phase I 77 78 79 80	Phase II 81 82 83 84	Participation: Design	Develop.	Testing	Dissem.	Informal Eval.	Formal Eval.	Aud./ Gr.	Linkage
I. MULTILATERAL PROJECTS										
A. Pacific Ocean Trading										
1. CWPP	X		ALL						Pro	
2. HERO	X———	P———→	CDC	CDC	CDC/NWRL	CDC/NWRL	ALL	CDC	7-10	1
3. POS	X		CDC	CDC	CDC	CDC	ALL		--	2
4. TOS	X———	P———→	CDC	CDC	CDC				Jr/Sr	
5. PHL	X———	P———→	NIER	NIER	NIER	HIRO	ALL	NIER/ HIRO	Jr Hi Sr Hi	3
6. PJ	X———	P———→	NIER	NIER	NIER	HIRO	ALL	NIER/ HIRO	Elem	
7. TOP	X———	P———→	NIER	NIER	NIER	HIRO	ALL	NIER/ HIRO	Jr/Sr	4
8. JIPPPS:PO	X			NIER					Pro	
9. TIPED	X——	P———→	NZDE	NZDE	NZDE	NZDE		NZDE	High	5
10. PP	X——	P———→	NWRL	NWRL	NWRL	NWRL/ CDC	CDC	NWRL/ CDC	Sec	6
B. The Ocean Project										
1. Pre Project Plan	X—	X—X———→	CLI/ CRDG				ALL		Pro	7
2. The Ocean Project		X———→	ALL	ALL			ALL		9-6 10-12	8
C. Pacific Circle School Networking		X———→	CDC/ NWRL/ HIRO	CDC/ NWRL/ HIRO					Elem	
II. BILATERAL PROJECTS										
A. Themes and Ideas on Teaching About the Pacific	X——	X——P	CDC	CDC	CDC/ NZDE	CDC/ NZDE	ALL	CDC/ NZDE	Jr/Sr	9
B. International Exchange of Ed TV Programs			NIER/ CDC	NIER/ CDC	NIER/ CDC	NIER/ CDC		NIER	--	
C. Southern Oceans and Antartic Curriculum Project		X———→	TAS/ NZDE	TAS/ NZDE					High	10

	Phase I	Phase II	Participation							
	77 78 79 80	81 82 83 84	Design	Develop.	Testing	Diasem.	Informal Eval.	Formal Eval.	Aud./ Gr.	Linkage
III. UNILATERAL PROJECTS										
A. Sportlink	P		CDC	CDC	CDC	CDC				
B. Pacific Circle School Networking		P	CDC	CDC						11
C. Southern Oceans and Antarctic Curriculum Project	P		TAS							12
D. Asian and Pacific Lit	X		CRDG	CRDG	CRDG	CRDG		CRDG	High	
E. Music and Dance Repertories	X		CRDG						High	
F. Movement and Interaction of Peoples in the Pacific	X		CRDG						High	
G. Law of the Sea	X ——→		CRDG	CRDG					High	13
IV. SUPPORT AND BREADTH ACTIVITIES										
A. Projects and Resources for Teachers and Students										
1. AJ			CDC	CDC	CDC	CDC		CDC	7-12	
2. SEMI	P		CDC	CDC	CDC	CDC		CDC	7-10	
3. IK										
4. ICC	P		CDC	CDC	CDC	CDC		CDC	7-10	
5. HI	P		CDC	CDC	CDC	CDC		CDC	Sr	
6. ABS	P			CDC						
7. ELTHACS			CDC	CDC	CDC	CDC		CDC		
8. AANEAL	(X)- - - - - - - - →		CDC						7-10	
9. RAML	- - - - →		CDC						?	
10. SAS	(X)- - - - - - - - →		CDC						Sr	
11. CDCQK			CDC	CDC	CDC	CDC			7-10 4-6	
12. CDCQMS	(X)- - - - - - - - →		CDC	CDC	CDC	CDC			?	
13. ASb			CDC						?	
14. OEOS			CDC						?	
15. MTS	(X)- - - - - - - - →		CDC						11-12	
16. NZAFS										
17. NZPS			NZDE	NZDE	NZDE	NZDE/		NZDE/	K-6	
18. UNESCO/APEID	X X		NZDE			CDC		CDC	Pro	
19. UNESCO/APEID	(Prior to and Including 77)		NZDE						Pro	
20. PJ	? ——→		NZDE	NZDE	NZDE	NZDE			K-12	
21. SB	? ——→		NZDE	NZDE	NZDE	NZDE			?	14
22. F	? ——→		NZDE	NZDE	NZDE	NZDE			?	
23. ST	? ——→		NZDE	NZDE	NZDE	NZDE			?	
24. NZJF	——→		NZDE						Pro	
25. ANZF	——→		NZDE						Pro	

		Phase I	Phase II	Participation							
		77 78 79 80	81 82 83 84	Design	Develop.	Testing	Dissem.	Informal Eval.	Formal Eval.	Aud./ Gr.	Linkage
IV.	Continued										
26.	UNESCO/APEID	X		NZDE						Pro	
27.	FAST	P		CRDG	CRDG	CRDG	CRDG		CRDG	6-9	15
28.	HMSS	P		CRDG	CRDG	CRDG	CRDG		CRDG	9-12	16
29.	HNS	P		CRDG	CRDG	CRDG	CRDG		CRDG	K-6	17
30.	CPRM	P		CRDG	CRDG	CRDG	CRDG		CRDG	9-12	18
31.	EEP	P		CRDG	CRDG	CRDG	CRDG		CRDG	5-12	19
32.	HSEP	P		CRDG	CRDG	CRDG	CRDG		CRDG	7-12	
33.	MEP	P		CRDG	CRDG	CRDG	CRDG		CRDG	K-12	
34.	CEM	P		CRDG	CRDG	CRDG	CRDG		CRDG	K-12	
35.	HMP			CRDG	CRDG	CRDG	CRDG		CRDG	K-12	
36.	FNP	X		CRDG	CRDG	CRDG	CRDG		CRDG	K-12	
37.	HSP	X		CRDG	CRDG					6-8	
38.	JHSLCP			CRDG	CRDG	CRDG	CRDG		CRDG	6-12	
39.	JRM			CRDG	CRDG	CRDG	CRDG		CRDG	6-12	
40.	CPTN				CLI					Pro	20
41.	LIO				CLI					Pro	21
42.	MICPD				CLI					Pro	
43.	ASNP				CLI					Pro	
44.	IFO				CLI					Pro	
45.	ITI				CLI					Pro	22
46.	PC				CLI					Pro	23
47.	UNESCO/LLC				NWRL					Pro	
48.	PNIIEC				NWRL					Pro	
49.	FBTI				NWRL					Pro	
50.	BEC				NWRL					Pro	
51.	PCDP				NWRL					Pro	
52.	ETC				NWRL					Pro	
53.	PEP				NWRL					Pro	

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A REVIEW OF EDUCATION DISSEMINATION ISSUES IN THE U.S.A.

AGENDA

1. Introduction (Tom Olson)

2. Review of Current Major Dissemination Efforts (Frank Mattas)

3. Major Technical Issues (Frank Mattas)

   - o Uses of Technology
   - o Equal Access
   - o "Input" Issues regarding Information Bases

4. Brief Review of Recent Studies of Dissemination/Diffusion Strategies (Tom Olson)

5. Major Conclusions Drawn from the Studies (Frank Mattas)

6. Discussion (Panel and other participants moderated by Tom Olson)

MAJOR STUDIES OF DISSEMINATION/DIFFUSION STRATEGIES 1975-1981

- Rand Corporation's Survey of 293 innovative projects and 29 indepth case studies - 1975 (Berman and McLaughlin)
- Stanford Research Institute's analysis of Diffusion Literature and National Diffusion Network - 1976 (Hall and Alford)
- Fullan and Pomfret's meta analysis of 27 studies of implementation of new school practices - 1976
- Cheever, Neill, and Quinn's case study analysis of 53 projects from the National Diffusion Network - 1976
- ABT Associates' study of the Research and Development Utilization (RDU) Program - 1980
- The Network, Inc. analysis of 63 innovative projects and 3 alternative dissemination strategies (NDN, Title IV-C, Market Linkage) - 1981

KEY FINDINGS AND CONCLUSIONS FROM STUDIES OF THE 70'S

- Current models for dissemination and diffusion can be categorized (from SRI study) as:
  - R.D.D. Model
  - Configuration Model
  - Innovative Process Model
- Large percentage of attempts at innovation failed to bring lasting change
- Most dissemination strategies wrongly focused on <u>adoption</u> rather than local implementation and institutionalization
- The R.D.D. model wasn't based on realities of how change occurs
- All the studies argued for a more "user oriented" approach with "mutual adaptation" between developers and adopters

FINDINGS AND CONCLUSIONS FROM THE ABT ASSOCIATES NETWORK, INC.

Studies of 1980 and 1981

- Challenged some of the conclusions of the studies of the 1970's--especially those conclusions that suggested the need for heavy amount of local development, "reinvention of the wheel"
- Studies for 1980 and 1981 found considerable fidelity and stability of adoptions of innovations
- Identified key ingredients in successful dissemination diffusion
  - Quick visible results--most frequently in student achievement
  - "Critical mass" of teachers necessary
  - Support and commitment from the school principal
  - Successful innovations truly satisfied local needs and problems
  - Absolute necessity for local commitment resources and energy (contrasted with "opportunism" for funds)
- Need to shift focus of dissemination efforts from system level to "classroom" level
- More optimistic view of the success of dissemination diffusion effoets (teachers and principals can and do make a difference)

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